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ABSTRACT

Supplement I of Making the Transition, the Higher Education Coordinating Commission's Report to the 1975 Minnesota Legislature describes the state and federal progams administered by the Commission and it provides extensive historical data on the level of activity in the programs since their inception. The Commission's recommendations for state policy in postsecondary education during the coming biennium can be found in "Making the Transition" (January 1975). A separate supplement on the Commission's budget review responsibility soon will follow this report. The Commission is responsible for administering a variety of state and federal programs that were established to help improve the state's and the nation's postsecondary education enterprise and to meet the needs of Minnesota residents. Section I reports on activity in Minnesota student financial aid programs. To help enhance the state's planning capacity for postsecondary education, the Commission engages in academic planning, statewide data analysis, and specific planning projects in certain fields such as health. Section II outlines these planning activities. Section III covers the various state programs administered by the Commission, and Section IV reports on three federal programs that the Commission also administers. Appendixes include the Minnesota-Wisconsin Public Higher Education Reciprocity Agreement, 1974-75, and the Minnesota-North Dakota Public Higher Education Reciprocity Agreement, 1975-76. Statistical tables accompany the text. (Author/PG)

making the transition

supplement 1: program reports

report to the 1975 Minnesota Legislature

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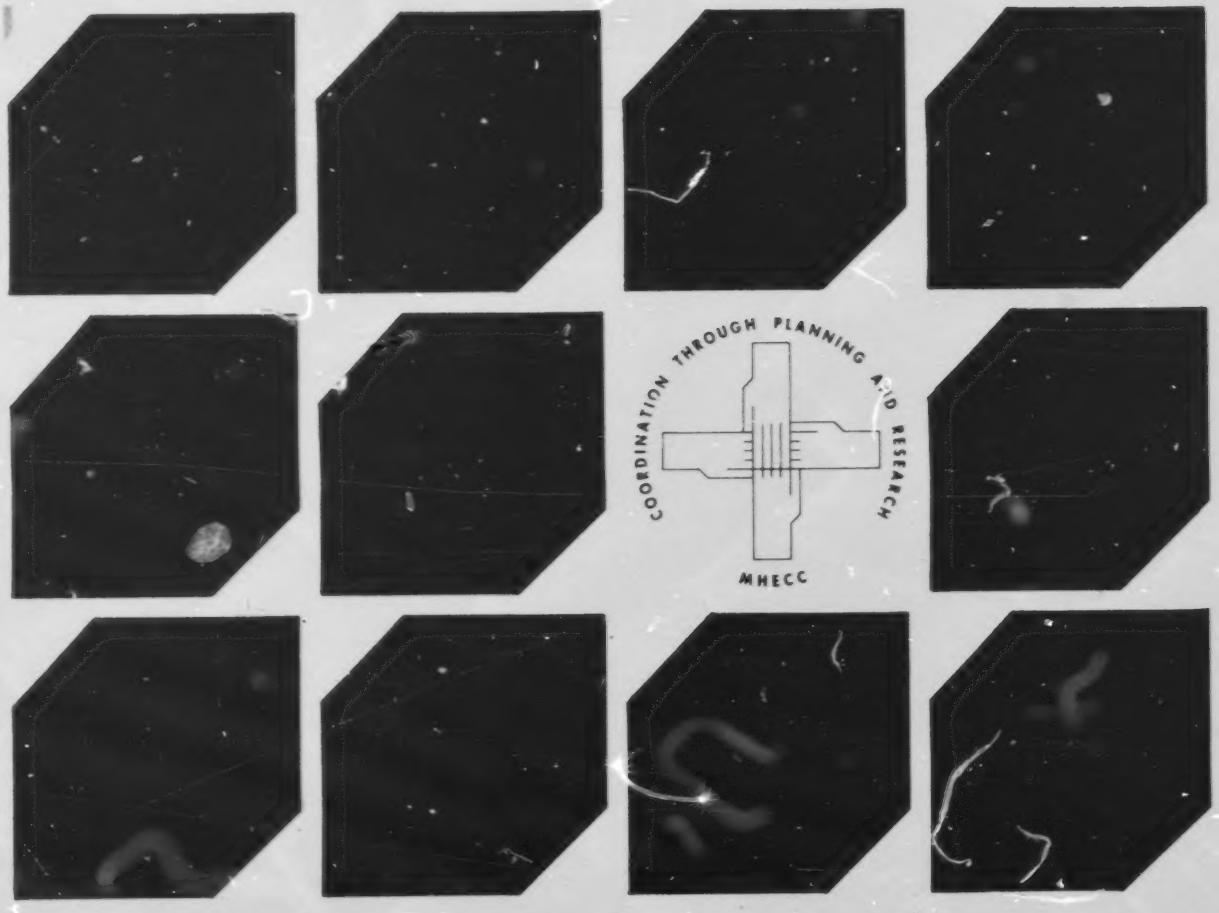
January 1975

Minnesota Higher Education Coordinating Commission



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MAKING THE TRANSITION

SUPPLEMENT 1: PROGRAM REPORTS

Report to the

1975 Minnesota Legislature

COMPREHENSIVE PLAN - PHASE IV

MINNESOTA HIGHER EDUCATION COORDINATING COMMISSION
Suite 400 - Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

January 1975

PREFACE

Supplement I of Making the Transition, the Higher Education Coordinating Commission's report to the 1975 Minnesota Legislature, describes the state and federal programs administered by the Commission, and it provides extensive historical data on the level of activity in the programs since their inception. The Commission's recommendations for state policy in post-secondary education during the coming biennium can be found in Making the Transition (January 1975). A separate supplement on the Commission's budget review responsibility soon will follow this report.

The Commission is responsible for administering a variety of state and federal programs that were established to help improve the state's and the nation's post-secondary education enterprise and to meet the needs of Minnesota residents. Section I reports on activity in Minnesota student financial aid programs. To help enhance the state's planning capability for post-secondary education, the

Commission engages in academic planning, statewide data analysis and specific planning projects in certain fields such as health. Section II outlines these planning activities. Section III covers the various state programs administered by the Commission, and Section IV reports on three federal programs which the Commission also administers.

TABLE OF CONTENTS

Page

Preface i

Introduction 1

PART I
STUDENT FINANCIAL AIDS

1. Minnesota State Scholarship and Grant-in-Aid Programs. 9

2. Minnesota State Student Loan Program 29

3. State Work-Study Program. 39

4. Minnesota Medical and Osteopathy Loan Program 41

5. Foreign Student Assistance Program 43

6. Minnesota Veterans' Dependents Student Assistance Program . . .47

PART II
PLANNING FOR POST-SECONDARY EDUCATION

7. Statewide Data Analysis 51

8. Academic Planning. 61

Appendix A--Program Review Summary 98

Appendix B--Program Review Policies and Procedures 111

9. Nursing Education 129

PART III
STATE POST-SECONDARY EDUCATION PROGRAMS

10. Reciprocity 135

Appendix A--Minnesota-Wisconsin Public Higher Education Reciprocity Agreement, 1974-75 140

Page

Appendix B--Minnesota-North Dakota Public Higher Education Reciprocity Agreement, 1975-1976 143

11. Regional Center Projects 147

12. Private College Contract Program 161

13. MINITEX 165

14. Inter-institutional Instructional Television Program 175

15. Higher Education Facilities Authority Reports 185

PART IV
FEDERAL POST-SECONDARY EDUCATION PROGRAMS

16. Community Service and Continuing Education 213

17. Undergraduate Instructional Equipment Program 223

18. Academic Facilities Program 233

LIST OF TABLES

I-1 Minnesota State Scholarship and Grant-in-Aid Program Appropriations 1968-69, 1974-75 10

I-2 Amount of Monetary Awards Provided to Students in Minnesota Post-Secondary Education through the State Scholarship and Grant Programs, Fiscal Year 1969-1975 13

I-3 Number of Monetary Scholarship and Grant Awards Made to Students Attending Public and Private Institutions in Minnesota, Fiscal Year 1969-1975 14

I-4 Amount of Monetary Scholarship and Grant Awards Made to Students Attending Public and Private Institutions in Minnesota, Fiscal Year 1969-1975 15

I-5 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1968-69 16

I-6 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1969-70 17

I-7 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1970-71 18

I-8 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1971-72 19

I-9 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1972-73 20

I-10 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1973-74 21

I-11 Minnesota State Scholarship and Grant-in-Aid Programs for Academic Year 1974-75 22

I-12 1974-75 State Scholarship and Grants-in-Aid by System and by Institution 23

I-13 Comparison of State Scholarship Programs. 27

I-14 Minnesota State Student Loan Program Family Income of Student Borrowers 31

I-15 Minnesota State Student Loan Program/Loan Activity by Educational Institution Systems as of November 15, 1974 32

I-16 Minnesota State Student Loan Program - Loan Activity by Institutional Control and Educational Offering as of November 15, 1974 33

I-17 Institutions Participating in Minnesota State Student Loan Program. . 34

I-18 Minnesota State Student Loan Program - Student Loans by County, November 15, 1974 37

I-19 Disbursement of Emergency Scholarship Funds to Institutions under Foreign Student Assistance Program 45

II-1 Estimated Report Schedule for Statewide Data Analysis for 1975 58

II-2 Summary of Program Documents Received and Reviewed by MHECC 1969-1974.93

II-3 Summary of Projected State Savings Related to Program Proposals Not Favorably Reviewed, Fiscal Years 1971-74 95

II-4 Formal Programs Receiving Favorable Review October 1972 to October 1974 98

II-5 Distribution of Program Proposals Favorably Reviewed by Type of Institution and by Program Level, November 1972 through December 31, 1974 106

II-6 Distribution of Program Proposals Favorably Reviewed by Type of Institution and by Program Level, November 1969 through December 31, 1974 106

II-7 Programs Not Granted Favorable Review, Current Biennium 107

II-8 Programs Tabled, Not Reviewed by MHECC, Current Biennium 107

II-9 Programs Granted Favorable Review on Condition of Reallocation of Existing Institutional Resources 108

II-10 Programs Granted Favorable Review on Condition of Future Report . . .109

II-11 Programs Granted Favorable Review with Experimental Status 110

II-12 Programs Withdrawn from Consideration for Review 110

III-1 Minnesota-Wisconsin Reciprocity Program, Number of Students Participating, Fiscal Year 1970 - Fiscal Year 1973 136

III-2 Minnesota-Wisconsin Reciprocity Agreement 1973-74 Academic Year-- Minnesota Students Enrolled in Wisconsin Institutions. 138

III-3 Minnesota-Wisconsin Reciprocity Agreement 1973-74 Academic Year Wisconsin Students Enrolled in Minnesota Institutions 139

III-4 Summary of Opportunities in Three Regional Areas in 1973-74 151

III-5 Summary of Opportunities in Three Regional Areas for Fall 1974 . . . 151

III-6 Summary of Activity in Connection with Rochester Day-Care Center . .152

III-7 New Resident Enrollments in Private Colleges and Universities (1970 Base) 162

III-8 Grant-in-Aid Recipients in Private Colleges and As Per Cent of Total Awards, 1971-1974. 162

III-9 Private College Contract Rates 163

III-10 Summary of Payments under Private College Contract Program 164

III-11 1973-74 MINITEX Requests by Category 166

III-12 Resources Utilized by MINITEX January 1, 1974 - June 30, 1974 . . . 167

III-13 List of Television Instructional Materials Development Grants (From 1973 to Fall 1975) 181

III-14 Project Descriptions for Higher Education Facilities Authority Bond Series "A" to Bond Series "F" 191

III-15 New Higher Education Facilities Authority Bond Issues for Fiscal Year 1973 192

III-16 Higher Education Facilities Authority General Operating Fund Statement of Cash Receipts and Disbursements for the Year Ended June 30, 1973, Compared to 1972 (On a Cash Basis) 193

III-17 Higher Education Facilities Authority General Operating Fund Statement of Assets, Liabilities and Fund Equity as of June 30, 1973, Compared to 1972 (On a Cash Basis) 194

III-18 Higher Education Facilities Authority General Operating Fund Statement of Fund Equity as of June 30, 1973, Compared to 1972 (On a Cash Basis) 195

III-19 Higher Education Facilities Authority General Bond Reserve Fund Statement of Assets, Liabilities and Fund Equity as of June 30, 1973 (On a Cash Basis). 196

III-20 Higher Education Facilities Authority General Bond Reserve Fund Statement of Contributions for the Year Ended June 30, 1973 . . . 197

III-21 Series Reserve Accounts Contributions Fiscal Year 1973 198

III-22 Project Descriptions for Higher Education Facilities Authority Bond Series "G" to Bond Series "I" 200

III-23 New Higher Education Facilities Authority Bond Issues for FY 1974 . 201

III-24 Higher Education Facilities Authority Debt Service Schedule Bond Series "A" through "I", Fiscal Year 1974 202

III-25 Higher Education Facilities Authority General Operating Fund Statement of Cash Receipts and Disbursements for the Year Ended June 30, 1974 Compared to 1973 (On a Cash Basis) 203

III-26 Higher Education Facilities Authority General Operating Fund Statement of Assets, Liabilities and Fund Equity as of June 30, 1974, Compared to June 30, 1973 (On a Cash Basis). 204

III-27 Higher Education Facilities Authority General Operating Fund Statement of Fund Equity as of June 30, 1974, Compared to 1973 (On a Cash Basis) 205

III-28 Higher Education Facilities Authority General Bond Reserve Fund Statement of Assets, Liabilities and Fund Equity as of June 30, 1974, Compared to June 30, 1973 (On a Cash Basis) 206

III-29 Higher Education Facilities Authority General Bond Reserve Fund Statement of Contributions and Earnings On a Cash Basis for the Year Ended June 30, 1973 207

III-30 Higher Education Facilities Authority Series Reserve Accounts Contributions New Bond Issues 208

III-31 Higher Education Facilities Authority Series Reserve Accounts Contributions Previous Bond Issues 209

IV-1 Summary of Title I Grants in Fiscal Year 1974 and Fiscal Year 1975. 220

IV-2 Undergraduate Instructional Equipment Program Grants for Fiscal Year 1973 225

IV-3 Undergraduate Instructional Equipment Program Grants for Fiscal Year 1974 229

IV-4 Academic Facilities Program Projects Applied for During 1973-75 Biennium 234

INTRODUCTION

Major efforts of the Higher Education Coordinating Commission during the last biennium were directed to the implementation of several new programs assigned to the Commission by the 1973 Legislature, improvement in the data management and analysis capabilities of the Commission, enhancements and expansion of Commission's research, planning and coordination processes, and improvements in the administration of the various programs for which the Commission is responsible.

The 1973 Legislature directed the Commission to establish five new student aid programs: Minnesota State Student Loan Program; Minnesota Veterans' Dependents Student Assistance Program; Minnesota Medical and Osteopathy Loan Program; Foreign Student Assistance Program; and the State Work-Study Program. It is noteworthy that the Minnesota State Student Loan Program will provide $30 million of financial assistance to post-secondary education students at no cost

to the taxpayers of the state. Administrative procedures were developed, regulations and guidelines prepared and approved, and all programs have been fully implemented thus enabling the state to provide the opportunity for students to enroll in post-secondary education, to provide special assistance to different types of students, and to provide incentives to attract medical students to practice in rural areas.

The Legislature also requested that the Commission develop a program budgeting system compatible among all post-secondary institutions in the state of Minnesota. The system has been designed, developed, and implemented and has been used in conjunction with many aspects of the budgeting process used in the Department of Administration's activity analysis procedures. The development of this process has enabled the portrayal of expenditures according to programmatic thrust, thereby enabling a better understanding of the inputs and outputs of the post-secondary educational enterprise in Minnesota. Full implementation of the Commission's budget review responsibility continues with a report soon to be provided to the Governor and the Legislature and with the facility to provide improved analytical planning information for major policy issues confronting the state.

To improve delivery of educational services to selective regions of the state and to minimize programmatic overlap and duplication through improved regional coordination, the Legislature requested the Commission to establish three regional projects. Three regional centers have been established at Rochester, Wadena, and on the Iron Range. At each center, programmatic offerings to serve the needs of residents in the area have been provided, and as the centers become more integrated into the coordination and planning activities of the Commission, further improvements and efficiencies can be anticipated. At a broader level of regional planning, the Commission, through the authority provided by the 1973 Legislature,

was able to expand even further the reciprocity agreement between Minnesota and Wisconsin enabling any resident from either of these states to attend post-secondary education in the other state at in-state fees.

In addition, at the request of the Legislature, the Commission has conducted an intensive examination of the Inter-Institutional Television Program, has examined and developed mechanisms to increase inter-institutional cooperation through the recommendation of improved policies for transfer students and cross-registration of students at different post-secondary institutions.

The Commission has significantly improved its research, planning, and coordination responsibility through development of an automated enrollment reporting system, enhancements in the enrollment projection model so that enrollment reports and projections can be provided to institutions in the state much earlier in the academic year than was previously possible and so that the Commission can simulate the effects of alternative policies on post-secondary education enrollments. The Commission reviewed planned and existing instructional programs in the areas of human services and social work and nursing education and provided recommendations for statewide policies for program development in these two broad areas, and obtained approximately $200,000 in external fundings to enable the Commission to initiate a comprehensive study designed to develop better communication and interface between the producers and users of health manpower in Minnesota in order to enhance the program planning processes that occur in post-secondary institutions.

Finally, the Commission developed and initiated a coordination mechanism for the continuing education activities that are being increasingly offered at all levels of post-secondary education in order to improve inter-institutional cooperation and communication among the offering institutions, more clearly

identify programmatic needs, and to minimize costly duplication in continuing education programs.

The Commission has further sought to improve the various administrative programs for which it is responsible. The Commission has reviewed, processed and provided recommendations on approximately 225 proposals for instructional programs and has received and processed an additional 235 preliminary planning proposals during the last biennium. The MINITEX Program has provided for the sharing of library resources among post-secondary institutions in all systems of the state, thereby enhancing inter-institutional cooperation and helping to reduce the cost of post-secondary education library maintenance. The MINITEX Program, developed in Minnesota, is being cited as a national model in the use of inter-institutional resources in library education. The administrative procedures and the processing of scholarships and grants were completely revamped in order to provide better service between institutions and students with the result that awards were made to students six months earlier this year than in previous years. The Commission continues to work diligently to administer many other programs, for which it has been assigned responsibility, as effectively as possible and to improve the programs whenever feasible.

A list of major accomplishments is provided below:

Financial Aid Programs Improved, Expanded

--The processing of scholarship and grant-in-aid applications was improved to the point that first-round recipients were notified of their awards in April rather than at the end of the summer as was previously the case, and payment for awards now can be mailed to institutions in advance of the opening of the fall term.

--The capacity of the scholarship and grant-in-aid programs was doubled and the Commission is effectively administering a biennial program of $14 million, as compared to a $7.3 million program last biennium.

--A new $29.4 million State Student Loan Program, which makes loan funds available to virtually every Minnesota resident, was planned and implemented.

--A sufficiently attractive financing package was put together so that the Commission was able to obtain funds for student loans at a highly favorable interest rate, less than 4.8 per cent, assuring effective administration of the student loan program at no cost to the taxpayer and reducing the cost of loans to the student by payment of the loan insurance fee by the Commission.

--A program of loans to medical students who agree to practice in medically needy areas of Minnesota was developed and implemented.

--A new State Work-Study Program, which provides opportunity for post-secondary education students to meet part of their educational costs by working with a public service agency, was implemented.

--A new program of financial assistance to foreign students was implemented.

--A new program which provides financial aid to dependents of POWs and MIAs for post-secondary education was implemented.

--A new and expanded higher education reciprocity agreement, which makes all institutions of post-secondary education in Wisconsin accessible to all Minnesota residents, was developed and implemented.

--Plans for a reciprocity agreement with North Dakota, which will provide complete access for Minnesota residents to North Dakota collegiate institutions, were formulated and negotiated.

Budget Review Process Initiated; Program Review Expanded

--A comprehensive budget review process was initiated and a budgeting system which will yield comparable income and expenditure data by program for all types of post-secondary institutions and permit expenditures to be related to program output, was developed and implemented.

--The program review process was expanded to include private non-collegiate institutions in order that the programs of the private non-collegiate sector might be fully considered in state planning and policy formulation.

--Efforts to improve data bases and communication among program planners, producers, and users of manpower by occupational area in order to facilitate more effective planning of instructional programs were initiated.

Regional Needs Served; Communication Improved; Studies Initiated

--Three regional post-secondary education projects, one in Rochester, one in Wadena and one on the Iron Range, have been implemented and have demonstrated potential for improving the accessibility to post-secondary education opportunities for residents of the three regions and improved regional planning and inter-institutional cooperative efforts in meeting regional needs.

--Five regional conferences providing an opportunity for interaction among members of the Commission, institutional officers and systems of each of the areas of the state were held during the summer.

--Increased effort to keep legislators, post-secondary officers, and other interested parties informed on post-secondary education was initiated through the successful development, publication and distribution of a monthly MHECC REPORT.

--A major conference involving the participation of educational leaders, legislators and other interested parties was conducted in order to focus attention on critical issues in financing post-secondary education and in order to bring the analyses and thoughts of experts throughout the nation to Minnesota.

--A basis for improved communication and coordination with respect to off-campus courses was developed in order to improve the Commission's capability to deal effectively with increased effort on providing educational experiences for students away from the campus.

--A major study which re-assesses the status and results of inter-institutional television and proposes a change in state policy was conducted.

--A major study on problems and policies relating to the transfer of students among institutions was initiated and completed.

--New comprehensive enrollment projections for all institutions in the state were completed and made available to appropriate institutional officials and legislative committees.

I. STUDENT FINANCIAL AIDS

The Minnesota student financial aid programs, designed to provide equal access to post-secondary education for state residents and to help lower financial barriers for students, have grown dramatically since the establishment of the Minnesota State Scholarship Program in 1967. For example, the total package of state programs, in combination with federal, institutional and private financial aid programs, provided some type of aid (grant, scholarship, loan) for virtually every student who sought assistance during the 1974-75 academic year. This section describes the history of activity under the state financial aid programs which are administered by the Higher Education Coordinating Commission.

Chapter 1 provides historical and current data on the Minnesota State Scholarship Program (created in 1967) and the Minnesota State Grant-in-Aid Program (established in 1969). Chapters 2-4 describe three programs authorized by the

1973 Legislature and implemented during the current biennium - the Minnesota State Student Loan Program, the State Work-Study Program and the Minnesota Medical and Osteopathy Loan Program. In 1974 the Legislature authorized two new financial aid programs to meet specific needs - the Foreign Student Assistance Program and the Minnesota Veterans' Dependents Student Assistance Program. The final two chapters in the section outline activity to date under these programs.

1. MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS

The Minnesota State Scholarship Program was established by the 1967 Minnesota Legislature (Minnesota Statutes 1967, Sections 136A.09-13) to identify academically talented Minnesota residents, to encourage those talented students to continue their education, and to provide financial assistance to those who lacked the financial resources to attend the eligible collegiate institutions of their choice. The 1971 Minnesota Legislature extended the benefits of the scholarship program to those qualified Minnesota residents who elected to attend any eligible non-profit post-secondary education institution of their choice.

The 1969 Minnesota Legislature (Minnesota Statutes 1969, Sections 136A.09-13) established the grant-in-aid program to provide financial assistance to Minnesota high school graduates whose family financial resources could not provide for all costs of post-secondary education. Grant-in-aid recipients were to be selected solely on the basis of demonstrated financial need with no advantage

given to academically talented students.

Since the inception of the scholarship program, the number of eligible institutions has grown so that it now includes all state post-secondary education institutions except for those that are private, profit-making institutions. Thirty state-supported colleges including the University of Minnesota, 27 private colleges, 33 area vocational-technical institutes, 2 private vocational schools, and 38 schools of undergraduate health professions now comprise the eligible institution list. Substantial biennial increases in appropriations are evidenced by Table I-1.

TABLE I-1

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAM APPROPRIATIONS

Academic Year	Scholarship Total	Grant-in-Aid Total	Total Annual Appropriations
1968-69	250,000	-	250,000
1969-70	575,000	200,000	775,000
1970-71	875,000	600,000	1,475,000
1971-72	1,590,000	1,040,000	2,630,000
1972-73	2,500,000	2,200,000	4,700,000
1973-74	3,175,000	3,125,000	6,300,000
1974-75	3,875,000	3,875,000	7,750,000

Table I-2 reflects the actual expenditures by type of student award after accounting for student attrition for the history of the programs. Tables I-3 and I-4 reflect the number of recipients and the total expenditures by type of institution for the history of the programs.

Tables I-5 through I-11 reflect each year's program activity by type of institution and by type of student award. The tables also reflect the percentages of both students and dollar expenditures by type of institution. Table

I-12 shows the number of student awards and dollar allocations for each individual institution for the 1974-75 academic year.

It should be noted that in all the tables the grant-in-aid totals for Fiscal Year 1975 include $342,000 of federal funds provided through the State Student Incentive Grant Program (SSIG). As authorized by the Educational Amendments of 1972, the SSIG is a program to encourage states to begin or expand state grant programs for post-secondary students.

Based on a study provided by the National Association of State Scholarship Programs, there are now 39 states which have comprehensive need based scholarship/grant programs for undergraduate post-secondary students. As reflected in Table I-13, Minnesota ranks number 13 in number of students assisted, number 11 in dollars expended, and number 12 in the ratio of dollars expended to state population. The study also shows that, of the 25 states reporting administrative expenses, the Minnesota programs rank fifth lowest in the ratio of administrative expenditures to student stipend payout dollars. Minnesota's administrative expense ratio was 1.6 per cent while other states ranged from a low of 1.2 per cent to a high of 8.2 per cent.

Scholarship and grant-in-aid winners for the 1974-75 academic year were notified of their awards in monthly award rounds from April through August. With earlier notification, applicants were better able to develop post-secondary education plans. The earlier notification also made possible earlier payment to institutions. Scholarship and grant-in-aid payments were at the schools when recipients enrolled for fall classes.

Through the 1974-75 academic year, scholarship recipients have been selected on the basis of combined high school rank and Minnesota Scholastic Aptitude Test (MSAT). Because the Statewide Testing Program is no longer administering the Minnesota Scholastic Aptitude Test to all Minnesota high school juniors, and

because there is no other single aptitude test that will replace the MSAT, the Higher Education Coordinating Commission chose to discontinue the aptitude test requirement for selection of scholarship winners. Winners for the 1975-76 academic year will be selected only on the basis of high school rank converted to a percentile ranking.

It is anticipated that an operational change in the Minnesota State Scholarship and Grant-in-Aid application distribution will result in a greater number of applications being filed for the 1975-76 academic year. High school guidance counselors and principals have been responsible for application distribution in the past. Applications for the 1975-76 academic year have been directly mailed to approximately 55,000 high school seniors and to 12,800 renewal candidates. Applications also have been mailed to all high school offices and post-secondary school financial aid offices for distribution to eligible applicants who might be missed in the mailing. Receipt of the application packets at home should also make parents more aware of the programs and availability of funds which may enable their sons and daughters to more easily obtain post-secondary education.

The quality of service extended to applicants and winners in the scholarship and grant-in-aid programs in this biennium has significantly improved. The Commission looks forward to even better communication and improved service in the next biennium. The Commission feels confident that the residents of Minnesota whose futures can be positively affected by these programs will continue to benefit from the programs and will do so in greater numbers than in the past.

TABLE I-2

AMOUNT OF MONETARY AWARDS PROVIDED TO STUDENTS
IN MINNESOTA POST-SECONDARY EDUCATION THROUGH THE STATE SCHOLARSHIP AND GRANT PROGRAMS, FY 1969-75

Program	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974	FY 1975 **
Initial Scholarships	256,495	327,690	354,141	720,641	1,310,695	1,486,881	1,382,220
Renewal Scholarships	-	239,860	405,245	757,797	1,100,230	1,540,325	2,542,860
Total Scholarships	256,495	567,550	759,386	1,478,438	2,410,925	3,027,206	3,925,580
Initial Grants	-	204,690	396,815	400,175	1,254,755	1,560,405	3,123,350 *
Renewal Grants	-	-	156,546	472,985	779,580	1,129,870	1,810,550 *
Total Grants	-	204,690	553,361	873,160	2,034,335	2,690,275	4,933,900 *
TOTAL PROGRAM	256,495	772,240	1,312,747	2,351,598	4,445,260	5,717,481	8,859,480 *

* Includes $342,000 of federal funds through the State Student Incentive Grant Program.
** Preliminary awards.

TABLE I-3

NUMBER OF MONETARY SCHOLARSHIP AND GRANT AWARDS
MADE TO STUDENTS ATTENDING PUBLIC AND PRIVATE INSTITUTIONS IN MINNESOTA FY 1969-1975

	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974	FY 1975 **
System	Number	Number	Number	Number	Number	Number	Number
AVTI's	0	0	0	24	204	466	806
Community Colleges	11	53	141	232	410	712	1,040
State Colleges	45	260	614	863	1,399	1,932	2,641
University	133	336	666	1,331	1,826	2,369	2,965
Private *	234	557	902	1,415	2,595	3,484	5,350
Total	423	1,206	2,323	3,865	6,434	8,727	12,802

* Includes hospital schools of nursing

** Preliminary - includes $342,000 of federal funds through the State Student Incentive Grant Program.

TABLE I-4

AMOUNT OF MONETARY SCHOLARSHIP AND GRANT AWARDS
MADE TO STUDENTS ATTENDING PUBLIC AND PRIVATE INSTITUTIONS IN MINNESOTA FY 1969-1975

	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974	FY 1975 **
System	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount	Dollar Amount
AVTI's	0	0	0	9,775	91,015	197,675	323.075
Community Colleges	3,800	24,030	63,165	114,929	202,730	374,456	569,450
State Colleges	17,765	115,400	283,420	477,074	822,835	865,735	1,493,475
University	57,930	195,015	287,011	628,775	1,185,200	1,150,412	1,932,945
Private *	177,000	437,595	679,151	1,121,045	2,143,480	2,832,530	4,540,535
Total	256,495	772,240	1,312,747	2,351,598	4,445,260	5,717,481	8,859,480

* Includes hospital schools of nursing.

** Preliminary - includes $342,000 of federal funds through the State Student Incentive Grant Program.

TABLE I-5

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1968-69

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	%#	%$
Community Colleges	11	3,800							11	3,800	2.6	1.5
State Colleges	45	17,765							45	17,765	10.6	6.9
University System	133	57,930							133	57,930	31.4	22.6
Private-2 yr.	1	650							1	650	.2	.3
Private-4 yr.	220	168,150							220	168,150	52	65.6
AVTI's	0	0							0	0		
Health	13	8,200							13	8,200	3.1	3.2
Total	423	256,495							423	256,495		

TABLE I-6

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1969-70

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	%#	%$
Community Colleges	10	4,850	6	2,740	36	15,890			52	23,480	4.3	3.0
State Colleges	56	24,600	35	15,800	169	75,000			260	115,400	21.6	14.9
University System	151	82,665	116	64,570	69	47,780			336	195,015	27.9	25.3
Private-2 yr.	1	800	1	750	3	2,050			5	3,600	.4	.5
Private-4 yr.	266	214,775	200	156,000	79	59,460			545	430,235	45.2	55.7
AVTI's	0	0	0	0	1	550			1	550	.0	.0
Health	0	0	0	0	7	3,960			7	3,960	.6	.3
Total	484	327,690	358	239,860	364	204,690			1,206	772,240		

TABLE I-7

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1970-71

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	%#	%$
Community Colleges	31	13,030	10	4,250	85	38,385	15	7,500	141	63,165	6.1	4.8
State Colleges	107	52,930	82	39,870	300	125,140	125	65,480	614	283,420	26.4	21.6
University System	210	12,075	179	100,650	223	135,620	54	38,666	666	287,011	28.7	21.9
Private-2 yr.	3	2,106	2	1,475	5	4,000	3	2,400	13	9,981	.6	.8
Private-4 yr.	360	274,000	353	259,000	108	81,730	48	39,450	869	654,180	37.4	49.8
AVTI's	0	0	0	0	0	0	0	0	0	0	0	0
Health	0	0	0	0	16	11,940	4	3,050	20	14,990	.9	1.1
Total	711	354,141	626	405,245	737	396,815	249	156,546	2,323	1,312,747		

TABLE I-8

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1971-1972

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	% #	% $
Community Colleges	62	25,558	21	9,166	95	52,530	54	27,675	232	114,929	6	4.9
State Colleges	160	81,358	164	74,086	204	136,735	335	184,895	863	477,074	22.3	20.3
University System	592	189,925	370	209,790	147	107,485	222	121,575	1,331	628,775	34.4	26.7
Private-2 yr.	10	6,725	3	1,275	11	8,375	4	3,025	28	19,400	.7	.8
Private-4 yr.	512	414,525	615	463,155	79	72,225	135	124,015	1,341	1,073,920	34.7	45.7
AVTI's	7	2,550	0	0	15	6,550	2	675	24	9,775	.6	.4
Health	0	0	2	325	23	16,275	21	11,125	46	27,725	1.2	1.2
Total	1,343	720,641	1,175	757,797	574	400,175	773	472,585	3,865	2,351,598		

TABLE I-9

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1972-1973

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	%#	%$
Community Colleges	95	47,740	40	18,000	203	99,370	72	37,620	410	202,730	6.4	4.6
State Colleges	249	133,210	267	129,070	566	282,280	317	278,275	1,399	822,835	21.7	18.5
University System	487	302,000	544	319,520	470	312,650	325	251,030	1,826	1,185,200	28.4	26.7
Private-2 yr.	17	13,150	5	3,275	39	32,450	8	7,150	69	56,025	1.1	1.3
Private-4 yr.	916	782,480	827	621,355	469	433,450	205	173,850	2,417	2,011,135	37.6	45.2
AVTI's	26	12,840	3	1,060	166	73,515	9	3,600	204	91,015	3.2	2.0
Health	27	19,275	15	7,950	27	21,040	40	28,055	109	76,320	1.7	1.7
Total	1,817	1,310,695	1,701	1,100,230	1,940	1,254.755	976	779,580	6,434	4,445,260		

TABLE I-10

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1973-1974

	Initial Scholarship		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	% #	% $
Community Colleges	150	70,131	73	35,450	366	209,100	123	59,775	712	374,456	8.2	6.6
State Colleges	879	499,750	1,003	512,575	1,143	526,150	1,036	672,020	1,827	993,513	20.0	17.3
University System									2,234	1,316,982	25.6	23.0
Private-2 yr.	25	17,550	12	7,450	62	51,055	26	20,200	125	96,255	1.4	1.7
Private-4 yr.	1,042	848,200	1,169	963,950	560	487,175	448	341,450	3,219	2,640,775	36.9	46.2
AVTI's	71	29,500	9	2,850	353	151,975	37	15,675	470	200,000	5.35	3.54
Health	34	21,750	33	18,050	44	34,950	29	20,750	140	95,500	1.6	1.7
Total	2,201	1,486,881	2,299	1,540,325	2,528	1,560,405	1,699	1,129,870	8,727	5,717,481		

TABLE I-11

MINNESOTA STATE SCHOLARSHIP AND GRANT-IN-AID PROGRAMS
FOR ACADEMIC YEAR 1974-1975

	Initial Scholarsnip		Renewal Scholarship		Initial Grant		Renewal Grant		Total		Total Program	
	#	$	#	$	#	$	#	$	#	$	% #	% $
Community Colleges	127	62,700	104	57,575	599	330,075	210	119,100	1,040	569,450	8.1	6.4
State Colleges	305	164,600	521	278,700	1,056	573,725	759	426,450	2,641	1,443,475	20.6	16.3
University System	449	286,520	957	607,275	900	581,175	659	457,975	2,965	1,932,945	23.2	21.8
Private-2 yr.	21	16,975	29	19,625	121	98,550	48	40,500	219	175,650	1.7	2.0
Private-4 yr.	985	816,425	1,848	1,538,685	1,308	1,176,725	780	692,800	4,921	4,224,635	38.4	47.7
AVTI's	46	22,575	19	8,550	689	326,650	5	3,425	840	395,550	6.6	4.5
Health	20	12,925	50	32,450	53	36,450	53	35,950	176	117,775	1.4	1.3
Total	1,953	1,382,720	3,528	2,542,860	4,726	3,123,350	2,595	1,810,550	12,802	8,859,480		

TABLE I-12

1974-75 STATE SCHOLARSHIPS AND GRANTS-IN-AID
BY SYSTEM AND BY INSTITUTION

TOTAL

Community Colleges	No. Recipients	Dollars
Anoka Ramsey	60	$ 29,750
Austin	36	16,275
Brainerd	45	23,375
Fergus Falls	53	32,225
Hibbing	58	25,625
Inver Hills	20	8,950
Itasca	53	27,750
Lakewood	27	11,250
Mesabi	70	34,150
Metropolitan	14	6,325
North Hennepin	30	13,150
Normandale	45	19,375
Northland	43	21,350
Rainey River	8	3,800
Rochester	142	77,400
Vermillion	31	13,075
Willmar	89	49,525
Worthington	42	22,800
Total	866	$ 436,150
State Colleges		
Bemidji	384	215,825
Mankato	496	272,975
Minnesota Metro.		
Moorhead	623	330,700
St. Cloud	713	379,475
Southwest	213	123,950
Winona	241	123,800
Total	2670	$ 1,446,725
University of Minnesota		
Crookston	101	76,550
Duluth	552	343,875
Twin Cities	1989	1,227,520
Morris	483	361,550
Waseca	81	58,275
North Central		
Total	3206	$2,067,770

TABLE I-12 Continued

AVTIs	TOTAL No. Recipients	TOTAL Dollars
Albert Lea	8	$ 3,775
Alexandria	103	49,525
Anoka	20	9,725
Austin	9	4,350
Bemidji	9	3,775
Brainerd	47	24,125
Canby	26	11,600
Dakota County	8	2,800
Detroit Lakes	28	12,675
Duluth	26	11,725
E. Grand Forks	2	1,075
Eveleth	20	7,750
Faribault	4	1,200
Granite Falls	22	11,975
Hibbing	9	3,625
Hutchinson	22	10,000
Jackson	19	8,125
Mankato	24	11,450
Minneapolis	11	4,700
Moorhead	38	18,550
Pine City	4	1,675
Pipestone	16	7,575
Ramsey-Washington	1	375
Red Wing	10	4,900
Rochester	31	14,975
St. Cloud	77	36,925
St. Paul	9	3,225
Staples	29	12,575
Sub. Hennepin	12	4,325
Thief River Falls	19	9,700
Wadena	25	13,125
Willmar	108	50,425
Winona	26	13,175
Total	822	$ 385,500
Private Vocational		
Dunwoody	25	$ 16,250
N. W. Electronics	9	6,625
Total	34	$ 22,875

TABLE I-12 Continued

TOTAL

Private Two-Year	No. Recipients	Dollars
Bethany Lutheran	3	$ 23,800
Crosier Seminary	16	9,500
G. V. Lutheran	110	92,975
St. Mary's Jr. Coll.	57	47,425
Total	214	$ 173,700
Private Four-Year		
Augsburg	458	$ 376,250
Bethel	152	122,975
Carleton	161	145,825
Concordia-Moorhead	580	477,510
Concordia-St. Paul	85	68,575
Dr. Martin Luther	6	1,950
Gustavus Adolphus	596	527,925
Hamline	279	253,975
Macalester	114	103,775
Mpls. Coll. of Art & Des.	35	25,575
No. Central Bible	5	4,450
N. W. College	25	19,400
Pillsbury Baptist	15	6,275
St. Benedict	479	406,575
St. Catherine	338	247,875
St. John's	428	357,600
St. Mary's	90	73,725
St. Olaf's	415	346,375
St. Paul Bible	27	21,225
St. Scholastica	266	230,875
St. Theresa	146	126,100
St. Thomas	246	194,525
Corbett	0	
Total	4946	$ 4,139,385

TABLE I-12 Continued

Para-Medical Schools	TOTAL No. Recipients	Dollars
A. B. Ancker	12	$ 7,400
Abbott N.W. Nurs.	36	26,400
Abbott N.W. X-Ray	0	0
Bethesda Luth. Nurs.	0	0
Bethesda Luth. X-Ray	0	0
Miller X-Ray	0	0
Fairmont X-Ray	0	0
Fairview Nursing	13	4,925
Fairview X-Ray	0	0
Henn. Cty. Nurs.	1	950
Henn. Cty. X-Ray	0	0
Hibbing X-Ray	0	0
Lake Region X-Ray	0	0
Luth. Deac. Nurs.	6	3,400
Luth. Dec. X-Ray	0	0
Mayo Phy. Ther.	0	0
Meeker Cty. X-Ray	0	0
Methodist Nurs.	0	0
Methodist X-Ray	7	2,700
Metro. Med. X-Ray	0	0
Mounds Midway Nurs.	8	5,750
Mt. Sinai Rad.	0	0
Naeve X-Ray	0	0
New Ulm Sch. of Prac. Nur.	1	800
N. Memorial X-Ray	1	575
N. W. X-Ray	2	975
Rice Mem. X-Ray	0	0
Rochester (St. Mary's)	7	6,625
St. Ansgar X-Ray	0	0
St. Cloud Nurs.	50	40,875
St. Cloud X-Ray	0	0
St. Cloud Anest.	0	0
St. Francis X-Ray	0	0
St. Gabriel's	0	0
St. Joseph X-Ray (St. Paul)	0	0
St. Luke's Nurs.	32	13,050
St. Luke's X-Ray	0	0
St. Mary's X-Ray Duluth	0	0
St. Mary's Rad. - Duluth	0	0
St. Mary's - Mpls.	0	0
St. Olaf X-Ray Tech.	0	0
U of M X-Ray Tech.	0	0
Virginia X-Ray Tech.	1	425
Total	177	$ 109,925

TABLE I-13

COMPARISON OF STATE SCHOLARSHIP PROGRAMS

Rank Order - Percentage by State - 1974-75 Award Year

Number and Dollars of State Need Based Awards

		Number of Awards		Award Dollars	
	State	%age of Total	Cumulative Percentage of Total	%age of Total	Cumulative Percentage of Total
1	New York	33.65	33.65	23.73	23.73
2	Pennsylvania	13.49	47.14	16.02	39.75
3	Illinois	11.26	58.40	13.84	53.59
4	New Jersey	6.07	64.47	8.99	62.58
5	California	5.92	70.39	6.04	68.62
6	Ohio	5.00	75.39	4.06	72.68
7	Wisconsin	2.89	78.28	3.84	76.52
8	Michigan	2.81	81.09	2.99	79.51
9	Massachusetts	2.30	83.39	2.58	82.09
10	Indiana	1.91	85.30	2.45	84.54
11	Texas	1.88	87.18	1.87	86.41
12	Colorado	1.60	88.78	1.64	88.05
13	Minnesota	1.54	90.32	1.54	89.59
14	Iowa	.97	91.29	1.44	91.03
15	Missouri	.96	92.25	1.33	92.36
16	Washington	.96	93.21	1.06	93.42
17	West Virginia	.76	93.97	.85	94.27
18	Tennessee	.73	94.70	.79	95.06
19	Oregon	.67	95.37	.70	95.76
20	South Carolina	.61	95.98	.63	96.39
21	Connecticut	.59	96.57	.61	97.00
22	Florida	.56	97.13	.58	97.58
23	Vermont	.51	97.64	.51	98.09
24	Georgia	.48	98.12	.43	98.52
25	Kansas	.43	98.55	.33	98.85
26	Rhode Island	.32	98.87	.26	99.11
27	Oklahoma	.25	99.12	.18	99.29
28	Virginia	.25	99.37	.12	99.41
29	Kentucky	.20	99.57	.12	99.53
30	North Dakota	.09	99.66	.09	99.62
31	Maryland	.08	99.74	.08	99.70
32	South Dakota	.07	99.81	.07	99.77
33	Maine	.05	99.86	.06	99.83
34	Virgin Islands	.04	99.90	.06	99.89
35	Nebraska	.04	99.94	.05	99.94
36	Puerto Rico	.03	99.97	.04	99.98
37	Delaware	.02	99.99	.02	100.00
38	Idaho	.01	99.99	.01	100.01
39	Trust Territories	.00	99.99	.00	100.01

Rank Order - Index of Effort to 1970 State Population

1974-75 Award Year/State Awards Dollars

	State	Award Dollars Per 1970 Population
1	Virgin Islands	$ 6.42
2	Vermont	6.30
3	Pennsylvania	6.21
4	New York	5.96
5	Illinois	5.69
6	New Jersey	3.85
7	Colorado	3.19
8	Wisconsin	3.09
	ALL STATES	2.51
9	South Carolina	2.35
10	Iowa	2.33
11	Indiana	2.27
12	Minnesota	2.24
13	Rhode Island	2.09
14	Michigan	2.09
15	California	2.06
16	Massachusetts	1.97
17	Ohio	1.65
18	Kansas	1.28
19	Oregon	1.12
20	Washington	.94
21	Tennessee	.92
22	Connecticut	.88
23	West Virginia	.86
24	Missouri	.83
25	Florida	.72
26	Texas	.67
27	North Dakota	.41
28	Maine	.39
29	South Dakota	.32
30	Georgia	.26
31	Oklahoma	.21
32	Nebraska	.19
33	Kentucky	.17
34	Virginia	.17
35	Delaware	.14
36	Maryland	.08
37	Puerto Rico	.06
38	Idaho	.05
39	Trust Territories	.01

[1] Joseph D. Boyd
"Sixth Annual Survey", National Association of State Scholarship Programs, Deerfield, Illinois.

2. MINNESOTA STATE STUDENT LOAN PROGRAM

The Minnesota State Student Loan Program (MSSLP) is a student loan program unique throughout the United States. Authorized by Minnesota Legislature (Laws of Minnesota 1973, Chapter 605), the MSSLP is the most comprehensive, large volume state student loan program in the country, providing loans for every eligible student applicant in the state. MSSLP loans help thousands of students - vocational students as well as students in higher education, middle income students as well as those with lower income - to meet today's spiraling costs of education.

Linked closely to the Federally Insured Student Loan Program, the MSSLP began operation in February 1974, with the sale of $29.4 million in revenue bonds by the Commission. That month the Commission received about 100 loan applications totaling about $130,000. Each month since then the volume has increased, and as of November 15, 1974, the Commission has received more than 7,000 applications totaling more than $11 million.

In these first nine month of operation, the Minnesota State Student Loan Program has developed both fiscally and programmatically a new and innovative approach to state program management.

Fiscal Management

As authorized by the Legislature, the Commission sold $29.4 million in revenue bonds on February 26, 1974, to fund the Minnesota State Student Loan Program. The winning bid for these bonds included a very favorable annual interest rate of 4.8 per cent, demonstrating a vote of confidence in the program's administration and in the AA bond rating by Standard and Poor of New York. Using bond revenue for a massive program of financial aid to students and an interest paying investment as well, the MSSLP not only pays all accrued interest on the bonds but also pays the entire cost of administration of the program. The MSSLP also pays for costs of insurance premiums on behalf of students in the program.

Program Activity

The MSSLP is designed to provide financial assistance not only to low income higher education students (the traditional target group for financial aid programs) but to all students of post-secondary education. Table I-14 demonstrates the wide range of family incomes for students borrowing from the MSSLP. As shown in the table, approximately half of the participants in the MSSLP have family incomes higher than $10,000 per year.

TABLE I-14

MINNESOTA STATE STUDENT LOAN PROGRAM
FAMILY INCOME OF STUDENT BORROWERS

Gross Family Income of Applicants	% of Loan Volume
$0 to $5,000	19%
$5,001 to $10,000	30%
$10,001 to $15,000	23%
$15,001 to $20,000	17%
$20,000 +	11%

Tables I-15 and I-16 show the distribution of loans according to the types of educational institutions in which student borrowers are enrolled. Approximately 60 per cent of the student borrowers are enrolled in private educational institutions and 40 per cent in public educational institutions. Approximately 60 per cent of the loans are for study in higher education while approximately 40 per cent are for vocational education.

TABLE I-15

MINNESOTA STATE STUDENT LOAN PROGRAM

LOAN ACTIVITY BY EDUCATIONAL INSTITUTION SYSTEMS
AS OF NOVEMBER 15, 1974[1]

System	Percentage of State Enrollment	Number of Loans	Percentage of Loans	Loan Dollars	Percentage of Dollars	Average Loan Amounts
Minnesota Private Colleges	19%	1,071	28%	$1,592,250	26%	$1,486
Minnesota Private Vocational Schools	4%[2]	998	26%	1,811,400	29%	1,815
University of Minnesota	30%	321	8%	526,625	9%	1,640
Minnesota State Colleges	20%	499	13%	756,362	12%	1,515
Minnesota State Community Colleges	14%	214	6%	303,600	5%	1,418
Minnesota AVTI's	13%	463	12%	712,025	12%	1,537
Out-of-State Institutions (all Types)	--	269	7%	423,490	7%	1,574
Total	100%	3,835	100%	$6,125,752	100%	$1,597

1 The number of Loans and dollar volumes reported reflect the actual disbursements as of November 15, 1974. An additional 3,176 loans totalling approximately $5,000,000 had at that time been approved by the state program but were not disbursed due to delays in receiving insurance commitments from the U.S. Office of Education.

2 Minnesota Private Vocational Schools Enrollment Estimated

TABLE I-16

MINNESOTA STATE STUDENT LOAN PROGRAM

LOAN ACTIVITY BY INSTITUTIONAL CONTROL AND EDUCATIONAL OFFERING
AS OF NOVEMBER 15, 1974[1]

By Type of Control	Percentage of State Enrollment	Number of Loans	Percentage of Loans	Loan Dollars	Percentage of Dollars	Average Loan Amount
Private Institutions	23%[2]	2,069	58%	$3,403,650	60%	$1,645
2 Year Public Institutions	27%	677	19%	1,015,625	18%	1,500
4 Year Public Institutions	50%	820	23%	1,282,987	22%	1,564
TOTAL	100%	3,566	100%	$5,702,262	100%	1,599
By Educational Offering						
Collegiate	83%	2,105	59%	$3,178,837	56%	$1,510
Vocational	17%	1,461	41%	$2,523,425	44%	$1,727
TOTAL	100%	3,566	100%	$5,702,262	100%	$1,599

1 The number of Loans and dollar volumes reported reflect the actual disbursements as of November 15, 1974. An additional 3,176 loans totalling approximately $5,000,000 had at that time been approved by the state program but were not disbursed due to delays in receiving insurance commitments from the U.S. Office of Education.

2 Minnesota Private Vocational Schools Enrollment Estimated

As of November 15, 1974, formal agreements had been formed between the MSSLP and 243 post-secondary institutions. The breakdown of participating institutions is reflected in the Table below.

TABLE I-17

INSTITUTIONS PARTICIPATING IN THE MSSLP

U. of M.	4
State Colleges	7
Community Colleges	18
AVTI's	33
Private Higher Ed.	47
Private Voc. Ed. (37 Proprietary, 2 Non-Profit)	39
Out-of-State	95
	--
	243

Table I-18 reflects the activity in the program by county of residence of student borrowers. The county totals very closely reflect the general population of the counties.

PROGRAM MANAGEMENT

The MSSLP is able to help a wide range of students because of the comprehensive rules and regulations governing the program. The four most critical rules used in determining loan amounts, student eligibility, school eligibility and eligibility for interest benefits are:

1. Loan Amounts - Public Law 89-329, as amended, states that the maximum loan per student per academic year is $2,500. Minnesota state

regulations set the minimum loan amount at $100.

Federal law specifies that no undergraduate or vocational student shall ever have more than $7,500 in federally insured student loan principal outstanding. The law raises this loan maximum to $10,000 for students going on to graduate or professional study.

2. Student Eligibility - Federal directives require that to be eligible a student must be a citizen or a national of the United States, enrolled in an eligible school, studying at least one-half time, and in good standing as defined by the school. Minnesota laws specify that in addition to the above requirements, a resident of another state may borrow from the Minnesota State Student Loan Program for attendance at a Minnesota institution, but that only Minnesota residents may borrow from the program for study outside the state.

3. School Eligibility - More than 200 schools in Minnesota are eligible for the program. Private colleges, state colleges, community colleges, area vocational-technical institutes, the university, and most private vocational schools are eligible to participate in the program.

4. Interest Benefits - The federal government pays all interest (7 per cent simple) on federally insured student loans for eligible students while they are in school. More than 90 per cent of MSSLP borrowers receive these benefits. Other borrowers, from higher income families, apply for non-subsidized loans because borrowing is a convenient way to pay for educational expenses. These students or their parents pay their own interest while in school as well as in repayment.

The Minnesota State Student Loan Program is a benefit for many Minnesota post-secondary students and should continue to be in the future. Available to students who need funds in addition to the scholarships they receive, available to students whose families do not qualify for scholarships

or grant assistance, available to students enrolled in schools ineligible to participate in traditional financial aid programs, the Minnesota State Student Loan Program is an innovative program with one of the best cost benefit performances of any program in Minnesota.

TABLE I-18

MINNESOTA STATE STUDENT LOAN PROGRAM

Student Loans by County
November 15, 1974

COUNTY	NUMBER	AMOUNT	COUNTY	NUMBER	AMOUNT
Aitkin	5	5,985.00	Murray	8	14,650.00
Anoka	148	236,066.23	Nicollet	13	22,770.00
Becker	18	26,370.00	Nobles	4	4,000.00
Beltrami	18	23,550.00	Norman	3	4,000.00
Benton	19	29,275.00	Olmsted	36	63,460.00
Bigstone	5	9,100.00	Otter Tail	16	21,075.00
Blue Earth	69	110,710.00	Pennington	2	3,000.00
Brown	21	33,595.00	Pine	8	13,700.00
Carlton	14	24,170.00	Pipestone	5	5,950.00
Carver	24	40,130.00	Polk	35	50,868.00
Cass	11	14,167.00	Pope	6	7,225.00
Chippewa	5	6,453.00	Ramsey	647	1,026,517.51
Chisago	18	32,680.00	Red Lake	1	1,000.00
Clay	31	48,268.00	Redwood	1	555.00
Clearwater	1	600.00	Renville	10	13,650.00
Cook	7	9,500.00	Rice	22	35,590.00
Cottonwood	16	23,800.00	Rock	0	0.00
Crow Wing	15	25,500.00	Roseau	6	9,220.00
Dakota	172	290,152.23	St. Louis	121	180,921.00
Dodge	1	1,000.00	Scott	19	34,600.00
Douglas	9	13,400.00	Sherburne	116	24,188.00
Faribault	12	16,950.00	Sibley	2	1,600.00
Fillmore	3	5,300.00	Stearns	102	152,365.00
Freeborn	36	58,315.00	Steele	9	13,223.00
Goodhue	16	25,414.00	Stevens	1	1,800.00
Grant	1	2,000.00	Swift	4	6,445.00
Hennepin	1,372	2,258,532.00	Todd	4	5,200.00
Houston	7	10,315.00	Traverse	2	2,500.00
Hubbard	4	7,220.00	Wabasha	3	5,300.00
Isanti	5	9,000.00	Wadena	8	8,950.00
Itasca	21	32,826.00	Waseca	6	8,140.00
Jackson	2	1,550.00	Washington	78	118,299.00
Kanabec	3	5,140.00	Watonwan	2	3,200.00
Kandiyohi	29	48,050.00	Wilkin	0	0.00
Kittson	1	1,500.00	Winona	30	48,510.00
Koochiching	7	9,150.00	Wright	30	46,565.00
Lac qui Parle	8	10,040.00	Yellow Medicine	6	9,000.00
Lake	7	10,250.00			
Lake of the Woods	0	0.00			
LeSueur	9	13,085.00	Subtotal	3,566	5,702,261.97
Lincoln	2	3,150.00	Out of State	266	419,040.00
Lyon	11	19,000.00	No County Code	3	4,450.00
McLeod	16	26,910.00	Total	3,835	6,125,751.97
Mahnomen	4	4,750.00			
Marshall	6	8,017.00			
Martin	6	9,010.00			
Meeker	13	17,505.00			
Mille Lacs	9	16,071.00			
Morrison	26	41,530.00			
Mower	37	59,174.00			

3. STATE WORK-STUDY PROGRAM

Recognizing the need to expand work opportunities for students, the 1973 Legislature passed legislation establishing the State Work-Study Program. (Minnesota Statutes 1973, Sections 136A.231-235) The legislation provides that students selected to receive a state scholarship or grant-in-aid have the option of electing to receive a work-study scholarship or grant equal to approximately 75 per cent of his or her need, provided that the post-secondary institution the recipient attends can arrange a suitable work-study experience. The difference between the amount of stipend offered to the student as a grant or a scholarship and the amount of stipend available to the student under a work-study scholarship or grant shall be paid by the agency in which the student obtains work-study experience. Under the program, work-study experiences are permissible in governmental and non-profit public service agencies approved by the Commission. Institutions of post-secondary education are not eligible under the legislation.

Unfortunately, however, students have not taken advantage of the program because they have not elected to give up their gift assistance which they are required to do. The students have elected to retain their gift assistance and either find other employment opportunities or use loan programs to make up the balance of their need. Non-profit agencies have been reluctant to enter into the program because the state program requires a greater agency matching amount than does the federal work-study program. Furthermore, because state scholarships and grant recipients are needy students, the same students qualify for the federal work-study program to help meet the remainder of their need that is not met through the state scholarship and grant-in-aid programs.

The federal work-study program provides approximately $6 million in work opportunity to Minnesota students annually. This program is designed to assist primarily students from low-income families. Yet many post-secondary institutions report that they have hundreds of students who are seeking, but who are unable to find part-time jobs to help pay educational expenses. Most post-secondary students working part-time jobs earn between $500 and $1,000 per academic year, and these earnings can mean the difference for some students between staying in or dropping out of school.

The Commission has therefore recommended that a pilot state work-study program be funded, separate from the State Scholarship and Grant Program, to establish work opportunities for 1,200 to 1,500 students during the first year of the biennium and 2,400 to 3,000 students during the second year. During the pilot two years of the program the Commission will monitor the effectiveness of the program and determine the appropriate funding levels for future years.

4. MINNESOTA MEDICAL AND OSTEOPATHY LOAN PROGRAM

The Minnesota Medical and Osteopathy Loan Program was implemented in early 1974 after passage of several technical amendments to the original legislation (Laws of Minnesota 1973, Chapter 727). The program is designed to do the following:

1. To provide financial assistance to medical and osteopathy students interested in Minnesota practice, and

2. To encourage these students to practice for at least three years in a rural area of medical need in the state immediately after completion of training.

The program provides financial aid to students in the form of loans up to $6,000 per year at 8 per cent interest. ($24,000 is the maximum amount any student may borrow in the program - most students borrow considerably less). And, so that no student borrows more than he or she actually needs, loan

amounts are established in line with the education expenses experienced by the student and the student financial resources available to meet those expenses.

Borrowers may repay the entire principal and interest on their loans by practicing for at least three consecutive years, immediately after completion of residency training, in a rural area of medical need in Minnesota. Borrowers who practice in areas not designated as rural areas of need must repay in full all principal plus the 8 per cent per year interest.

In February of 1974, the Commission issued $600,000 in revenue bonds to finance the program for Fiscal Year 1974 and Fiscal Year 1975. Enactment of the Medical Loan Program brought an immediate, positive response from Minnesota Medical and Osteopathy students, who filed almost 300 applications for loans in the first two years of the program.

Based on recommendations from Minnesota medical schools and the Board of Medical Examiners, the Commission selected 40 students for the program in academic year 1973-74 and loaned $232,300.

In academic year 1974-75, 36 of these students borrowed an additional $199,240 (of the non-renewing four students, three graduated and one took a year's leave of absence). Also, in academic year 1974-75 the Commission chose for the program 20 additional students, who borrowed more than $100,000.

The home towns of the winners demonstrate the strong rural backgrounds of the program participants.

The Commission is working to develop the list of rural areas of medical need in Minnesota, and, since borrowers in the program are participating in the development of this list, the Commission is encouraged to believe that many of them will in fact establish practice in rural areas of the state. In the interim, the Minnesota Medical and Osteopathy Loan Program is providing thousands of dollars of financial aid to needy medical and osteopathy students.

5. FOREIGN STUDENT ASSISTANCE PROGRAM

Recognizing the financial difficulties of foreign students in Minnesota, excluded from other financial aid programs and vulnerable to rapidly rising costs of education, the 1974 State Legislature created the Minnesota Foreign Student Assistance Program and authorized the Minnesota Higher Education Coordinating Commission to administer the program (Laws of Minnesota 1974, Chapter 492). The three sections of the law provide financial assistance in the form of loans to foreign students who meet one of three requirements. Section I authorizes public post-secondary institutions to loan the difference between resident and non-resident tuition for foreign students who have lived and studied in Minnesota for at least one full academic year. The maximum number of awards for each institution under this section equals one-half of one per cent of the school's full-time equivalent enrollment (FTE).

Section II authorizes all post-secondary schools, public and private, to

provide emergency scholarship funds to foreign students who experience reduced financial support or increased costs of education (COE) which could not have been anticipated.

For the 1974-75 academic year, $80,000 in emergency scholarship funds was allocated to institutions according to the formula established by the Commission:

$$\text{Institutional Allocation} = \frac{\text{School FTE x School COE}}{\text{Total of Above Products for All Participating Schools}} \times \$80,000$$

Using this formula, the Commission disbursed the $80,000 to participating schools (See Table I-19).

Section III provides financial assistance through public educational institutions to foreign students who receive scholarships from Minnesota individuals or organizations in an amount at least as large as the costs of resident tuition at that school. Since these foreign students must pay non-resident tuition, they may receive loans to pay the difference between resident and non-resident charges.

Each school in the program appoints an institutional representative who directs all program activities for that school. The responsibilities of the institution representative are:

1. The preparation of application forms and promissory notes.
2. The counseling of program applicants.
3. The review and approval (or disapproval) of applications.
4. All subsequent individual loan servicing and collection.
5. The writing of all program reports as outlined by program guidelines.

As the program was only begun in the fall of 1974, institutions have not reported the level of activity for their respective campuses. However, the program is projected to assist hundreds of foreign students in Minnesota institutions.

TABLE I-19

DISBURSEMENT OF EMERGENCY SCHOLARSHIP FUNDS TO INSTITUTIONS
UNDER FOREIGN STUDENT ASSISTANCE PROGRAM

School	Award
University of Minnesota, Twin Cities	$34,192
University of Minnesota, Duluth	5,080
University of Minnesota, Crookston	728
Bemidji State College	2,744
Mankato State College	5,544
Moorhead State College	2,968
St. Cloud State College	5,136
Winona State College	2,38
Anoka-Hennepin Area Vocational-Technical Institute	912
Hutchinson Area Vocational-Technical Institute	200
Rochester Area Vocational-Technical Institute	280
Anoka-Ramsey Community College	992
Austin Community College	480
Brainerd Community College	280
Fergus Falls Community College	336
Hibbing Community College	360
Inver Hills Community College	656
Itasca Community College	312
Lakewood Community College	1,000
Mesabi Community College	448
Metro Community College	840
Normandale Community College	1,768
North Hennepin Community College	1,256
Northland Community College	176
Rainy River Community College	184
Rochester Community College	1,240
Vermilion Community College	160
Willmar Community College	432
Worthington Community College	336
Bethel College	1,208
Concordia (Moorhead)	2,400
Lutheran Deaconess Hospital	72
Macalester College	2,208
Pillsbury Baptist	240
St. Paul Bible	232
St. Thomas College	2,032
Northwestern Electronics Institute	184
TOTAL	$80,000

6. MINNESOTA VETERANS' DEPENDENTS STUDENT ASSISTANCE PROGRAM

The Minnesota Veterans' Dependents Student Assistance Program was established by the 1974 Minnesota State Legislature. (Laws of Minnesota 1974, Chapter 496, Section 2) It provides financial assistance to dependents of persons established by the Department of Defense to be either Prisoners of War or Persons Missing in Action after August 1, 1958.

This is an entitlement program for which applicants need only provide proof of their eligibility. Each school is responsible for identifying entitlement recipients. To date, only one person has taken advantage of the program.

II. PLANNING FOR POST-SECONDARY EDUCATION

In times of uncertainty about the future, a critical need exists for the state to improve the basis for its decisions on emerging problems and issues. The planning process requires the best data and expertise available to deal with the critical pressures impinging on society and post-secondary education. Through its academic planning responsibility, through its statewide data analysis efforts and through planning efforts in specific fields such as health, the Higher Education Coordinating Commission attempts to meet these needs for complete, accurate and timely data on post-secondary education issues. An additional important planning activity - budget review - is reported in Supplement II, Making the Transition.

The first chapter in this section provides an overview of the statewide data analysis conducted by the Commission. It outlines the kinds of data collected, the types of basic data reports published, and it discusses new

developments that will improve data management capabilities. In 1971 Minnesota adopted a system of voluntary statewide coordination for academic planning. Almost 1,000 new programs have been reported and evaluated by the Commission in 4½ years. The second chapter in this section describes the legislative mandates and Commission objectives for academic planning; it reviews the universal scope of academic planning and the criteria for program review, discusses the processes used and types of policy decisions resulting from them and covers several related aspects. The final chapter concerns the planning efforts underway in nursing education.

7. STATEWIDE DATA ANALYSIS

Information--its completeness, accuracy, timeliness, and form--regarding all issues of post-secondary education is a key ingredient for the effective, continuous planning process of the Commission.

Data--the building blocks from which information is constructed--is almost boundless in post-secondary education. Data, and data alone, may be overwhelming and render any information it might convey useless. It is the issue-oriented nature of the measurements we attempt and the precision with which they are focused that brings meaning to a compilation of numbers.

Thus, recognizing the importance and costs of relevant information on the one hand, and understanding the difficulties of capturing relevant data in a timely, accurate, and organized manner on the other, the Commission strives to strike a balance between maintaining large data bases regarding (1) institutional characteristics, (2) students, (3) faculty, (4) revenues and expenditures, (5) budgets, (6) facilities, and (7) input and output measures of post-secondary education for

ongoing informational needs and maintaining the capability to analyze and design special studies that "ask the right kinds of questions" such that only meaningful data is collected regarding a particular issue.

The questions of what kinds and what quantities of data and relevant information for ongoing and special issues are needed is a constant problem for any agency charged with planning. The MHECC is not immune to such questions and has through practice and special direction responded to the informational and data needs of post-secondary education policy debates, legislative mandates, and status concerns by viewing data and information from three considerations.

Considerations for Viewing Data

First to consider is the "transactional" data. This is data and its corresponding information that are contained in the day-to-day "business" of the Commission. Financial aids, program and budget review activities are but two programmatic areas where data is collected and used in performing specific programmatic tasks. The instruments and processes for collecting and maintaining data regarding these activities are the primary responsibility of the individual programs. This follows the principle "that nobody knows the business like the people who are in the business." Of course, additional data or modifications to the programmatic transactional data streams can be made by others outside the "business", but this is done with coordinated deliberations as to the usefulness of the added burdens and incremental information transaction costs.

The second consideration is "general" data. This is data which through practice has proven useful over time to the Commission, the Legislature, Governor, other agencies, institutions, and to individuals. Examples of "general" data are the annual enrollment statistics for all institutions, geographic, enrollment participation data, all data obtained through the administration and coordination of information surveys done for other agencies, states and the federal government

such as the Higher Education General Information Surveys (HEGIS) from the U.S. Office of Education.

The third consideration is information and data originating from special studies which are either legislative requests or requests specified by the executive director of MHECC for specific issues, such as the examination of transfer phenomena, enrollment projections, and the like.

The primary responsibility of the Statewide Data Analysis program is that of continuously maintaining and improving the general information area. Assistance is given in the other program areas regarding special aspects of data and information such as how best to interface with computer processing, instrument design, and report format structure. Special projects are assigned to the data analysis section as deemed appropriate by executive management of the Commission.

BASIC DATA SERIES

A. Fall (YEAR) Minnesota Post-Secondary Education Enrollment Survey

In 1973, extensive work was done to reformat the data base and improve the computer process used in the quarterly enrollment surveys. A report is published in the fall containing summary and detailed information from the Fall General Enrollment Survey and the Fall County of Residence Survey. The General Enrollment Survey is repeated throughout the year and a machine readable data base is maintained. Only the fall results, however, are published.

The fall survey report contains five parts: (1) five year summaries of headcount, Full-Time Equivalent, Full-Time/Part-Time, Male/Female, and new entering freshmen for all institutions, with system and state summaries; (2) the compendium of all institutional responses with state and system aggregations; (3) state and system summary of the county of residence report; (4) state and system summaries of the participation rate (new entering freshmen from a county divided by high school graduates from the same county) of Minnesota high school graduates into each

institution on a county by county basis; and (5) microfiche of the institutional detail of the county of residence source documents and participation rates of new entering freshmen to each institution from each county. The following report was published during the biennium:

Fall 1973 Minnesota Post-Secondary Education Enrollment Survey. (April 1974)

B. Projecting Institutional Enrollments

Long-range enrollment estimates for all public institutions of post-secondary education are provided each spring. These projections are done on a recurring basis so that year to year variations in participation, transfer, retention, and other phenomena can be used to provide the most recent trend of information available. In 1975, participation by age distribution will be incorporated into the projection methods along with providing the capability of estimating the effects of changes in relative costs on post-secondary attendance. The following reports were published during the biennium:

Projecting Continuing Education Enrollments, 1972-1989. (March 1974)

Projecting Institutional Enrollments, 1974-1990. (April 1974)

C. HEGIS Survey Summaries

The Commission coordinates the Higher Education General Information Surveys of the U.S. Office of Education for Minnesota, including distribution of the survey forms to higher education institutions, collection of data, and transmittal of the completed forms to Washington. Analyses of these data and publication of appropriate reports are periodically submitted. The following HEGIS-based reports have been issued over the biennium:

- Financial Statistics of Institutions of Higher Education (OE 2300-4):

  Current Operating Revenues and Expenditures of Minnesota Public and Private Colleges and Universities, 1971-1972 (May 1973)

  System and statewide tabulations with brief commentary

Five-Year Summary of Higher Education Financial Statistics in Minnesota, 1967-68 through 1971-72 (March 1974)

System and statewide tabulations by year with percentage changes; brief commentary

- Degrees and Other Formal Awards Conferred (OE 2300-2.1):

  Degrees Conferred by Minnesota Colleges and Universities, July 1, 1971 to June 30, 1973 (September 1973)

  Degrees and Other Formal Awards Conferred by Minnesota AVTI's, Colleges and Universities July 1, 1972 to June 30, 1973 (July 1974)

- College and University Libraries (OE 2300-5):

  Analysis of Library Data for Minnesota Higher Education Institutions, 1965-1971 (October 1973)

  Library resources available, staffing and expenditures, with percentage changes, by institution, system and statewide. Brief commentary:

  HEGIS Library Data for Minnesota Higher Education Institutions, 1972-1973 (September 1974)

- Extension/Adult/Continuing Education Activities in Institutions of Higher Education (OE 2300-8):

  Descriptive Statistics for Adult/Continuing Education in Minnesota, 1970-71 (September 1973)

- Inventory of College and University Physical Facilities (OE 2300-7):

  Available Space in Post-Secondary Education

  An inventory of usable space by institution and system (November 1973)

- Salaries and Tenure of Full-Time Instructional Faculty (OE 2300-3):

  Salaries and Tenure of Full-Time Faculty, 1974-1975 (January 1975)

  Salaries of full-time faculty members by rank, sex, and system, Tenured Faculty of institutions and systems.

D. Special Information Reports

Minnesota Rankings Among the States, 1973 edition

Rankings of the 50 states and of the nine midwestern region states on a number of parameters related to and including state appropriations in the financing of higher education. Rankings are for miscellaneous years as data became available. (December 1973)

Minnesota Rankings Among the States, 1974 edition

As above, with Section I containing 1972-73 rankings, Section II containing more recent or older data available for miscellaneous years. (January 1975)

Minnesota Post-Secondary Institutions

A listing by region, type, student body, control or affiliation, year established, location, calendar system. (October 1974)

Adult/Continuing Education in Minnesota, 1972-73

A comprehensive survey of degree-credit, non-degree credit, and non-credit course offerings given by Minnesota post-secondary institutions; by institution, system, and statewide; and by subject area; and by region, with recorded and/or estimated numbers of participants. (February 1974)

Analysis of Transfer Study Data, 1973-1974

Data tables and percentage comparisons of statewide transfer committee study data. (September 1974)

New Developments in Statewide Data Analysis

During the next biennium the Commission staff plans to place appropriate data bases (files of source documents related to a particular measure of post-secondary education) on a computerized Data Base Management System (DBMS). An on-line DBMS is a computerized set of procedures which provides for the creation, updating, retrieval, security and reporting of data from a remote terminal (e.g., a teletypewriter) in HECC's office.

Currently, for example, budget review data is being implemented on such a system. The system being used is one called System 2000 which is maintained at the Computer Center of the University of Minnesota. System 2000 at the University has the unique capability of being accessed via telephone linkage for on-line operation.

This DBMS has the following features:

- Ability to accept data regardless of original structure.
- Ability to operate as a stand-alone process. The HECC staff, after

some training, will be able to operate all necessary aspects.

- Ability to process the "unanticipated" query--unlike most computerized data reporting today where an additional report on data from a data base requires additional costly programming, System 2000 gives the capability to "ask a question" in common words from the terminal and have the report back in fractions of a second with no programming required.

- Ability to add, change, or delete data at record, group, or item level from the terminal--with some training, a secretary can update the file from our office. No keypunch, no programming, just typing on the keyboard.

- Ability to provide back up and audit trail.

While their features provide remarkable data management capabilities at a fraction of previous computerized data base costs, the one singular feature that is truly outstanding is the ability to provide instant response to an "ad hoc" question. As an example, the current budget review structure links five program measures (students, staff, degrees/certificates, expenditures and source of funds) for all reported programs in taxonomy of programs to all campuses and institutions within Minnesota post-secondary education. In considering such questions as "how many degrees in education are conferred at Mankato State College compared with the Twin Cities Campus of the University?" innumerable combinations (separate reports) could be generated from the budget review data base. It is estimated that more than 350,000 such reports or responses to queries are possible. Any one of these reports will be available. Of course, human judgment on relevant information versus data is used to plan and screen the request structure.

A number of data bases such as HEGIS expenditures, revenue statistics, post-secondary enrollment, program review, and others are being considered for implementation if evaluation of the results found with using System 2000 on the budget review data base indicates its feasibility for other uses as well.

TABLE II-1

ESTIMATED REPORT SCHEDULE FOR STATEWIDE DATA ANALYSIS FOR 1975

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
BASIC DATA SERIES												
Fall 1974 MN Post-Secondary Enrollment Survey		X										
Projecting Institutional Enrollments Minnesota Rankings (1975)				X								X
Current Operating Revenues and Expenditures of MN Public & Private Colleges and Universities 1972-73	X											
Current Operating Revenues & Expenditures, 1973-74			X									
Degrees and Formal Awards Conferred, 1973-74		X										
Five-Year Summary of Degrees and Formal Awards Conferred		X										
Salaries and Tenure of Full-Time Faculty 1973-74					X							
Students Enrolled for Advanced Degrees 1973-74						X						
Five-Year Summary of Students Enrolled for Advanced Degrees							X					

TABLE II-1

ESTIMATED REPORT SCHEDULE FOR STATEWIDE DATA ANALYSIS FOR 1975 CONTINUED

REPORTS	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Inventory of College and University Physical Facilities									X			
Library Resources, Staffing, and Expenditures										X		
SPECIAL REPORTS												
Minority Participation in MN Post-Secondary Education					X							
Family Income and Where MN High School Graduates Go for Further Education									X			
American Indian Studies Programs and Courses with Predominantly Indian Subject Matters in MN Post-Secondary Education 1974-75				X								
Age Distribution of Students in MN Post-Secondary Education			X									

8. ACADEMIC PLANNING

By statute [136A.04(d)], Minnesota adopted a system of voluntary statewide coordination of academic planning in 1971, following a trial year of program review and process development.

In retrospect, program review began at the end of a post-secondary homesteading era when enrollments soared, when in three years the Minnesota Legislature and post-secondary governing boards had approved 11 new institutions of all types; and when the Higher Education Coordinating Commission proposed increasing financial aids to further expand access.

As a consequence, program review necessarily emphasized new programs. During four-and-one-half years, almost 1,000 new programs were reported, about half in new institutions (Appendix A). These were evaluated in tandem by the voluntary participation mechanism of the Curriculum Advisory Committee and by the MHECC staff, and reported to the Commission for recommendation each month

in the CAC—Staff Report (beginning 1970-1 to the latest 1974-12).[1] These evaluations attempted to apply the Commission's sanctioned review criteria:

1. Need,
2. Mission,
3. Duplication,
4. Cost-benefit

Staff size remained small and stable throughout this period. Notwithstanding, systems were designed for review of existing programs and were tested with varying success in several critical areas: Nursing education, agriculture education, and human services education.

The academic planning staff successfully applied for external funding to support further application of existing program review designs to the area of health education and is presently involved in the development of planning processes in health education through the use of these funds. Subsequently, this report will explain details of the review designs and how these might apply broadly to review of existing programs.

The homesteading era, it is generally agreed, has passed. No new institutions have been built for several years. Zero-population growth will actually decrease the number of eligible high school graduates. For instance, in one region the number of secondary graduates will decrease from 3,000 to 1,500 by 1980. At the same time, institutions are increasingly aware of their responsibility to serve non-traditional populations in new ways with redesigned programs. To remain accountable, institutions must coordinate planning in order to share enrollments, programs and resources.

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[1] These are public documents available on request and also summarized in the Commission newsketter, MHECC Report, since its first issue (March 1974).

In sum, after a review of progress and of current pressures affecting post-secondary education, the Commission finds it imperative to improve review of new programs, to increase efforts to review existing programs, and to encourage increased coordination at the early developmental phases of program planning both in institutions and in critical program areas such as health, human services, agriculture, teacher preparation and preparation for government service.

Objectives and Mandates

Late in 1969, the Commission moved to establish statewide academic planning and program review. The public and private institutions cooperated so that the 1971 Legislature confirmed program review for public systems, while the 1973 Legislature added "private collegiate and non-collegiate institutions" [136A.04(d)].

In 1972, objectives consistent with legislative mandates were proposed:

ACADEMIC PLANNING GOALS OF THE HIGHER EDUCATION COORDINATING COMMISSION

1. Statewide Objectives

1.1 Terminal Objective

To assist achievement of the state's continuing mission of providing for post-secondary educational opportunities which meet the needs of the citizen, the state and, in part, the nation consistent with effective use of private and public state resources.

1.2 Terminal Objective (cf. 1967 Statutes 136a)

To encourage cooperation with post-secondary institutions and related agencies:

> "cooperatively engage in such planning with neighboring states and agencies of the federal government." [136A.04d(b)].
>
> "all institutions of higher education, public and private, and all state departments and agencies are requested to cooperate" (136A.05)

with HECC in order to carry out and perform its duties.

1.3 En route objective (cf. 1973 Statutes 136A.04)

1.31 Academic Planning

The Higher Education Coordinating Commission shall: (a) Continuously study and analyze all phases and aspects of higher education, both public and private, and develop necessary plans and programs to meet present and future needs of the people of the state in respect thereto; (b) Continuously engage in long range planning of the needs of higher education and, if necessary, cooperatively engage in such planning with neighboring states and agencies of the federal government;

1.32 Program Review

(d) Review, make recommendations and identify priorities with respect to all plans and proposals for new or additional programs of instruction or substantial changes in existing programs to be established in or offered by, the University of Minnesota, the state colleges, the community colleges, and public area vocational-technical institutes and private collegiate and non-collegiate institutions offering post-secondary education and periodically review existing programs offered in or by the above institutions and recommend discontinuing or modifying any existing program, the continuation of which is judged by the commission as being unnecessary or a needless duplication of existing programs.

1.4 En route Objective

To provide coordinating authorization and support to agencies in pursuit of cooperation and cooperative agreements.

2. Common Objectives

2.1 Terminal Objective

To supply decision makers in the executive and legislative branches of state government with long-range plans, information and considered recommendations regarding priorities, plans and proposals for new and existing post-secondary educational opportunities.

2.2 Terminal Objective

To bring about or facilitate coordination of educational program

opportunities in the state, among the post-secondary institutions and systems of the state and between them and related public and private agencies.

2.3 En route Objective

To meet, review and formulate recommendations about academic programs, priorities, plans and proposals and to forward these recommendations to government, to post-secondary institutions and systems, and to related public and private agencies.

2.4 En route Objective

To preside over the development and maintenance of review procedures and decision-making processes which produce long-range plans, information, proposals, recommendations, policies, and coordination of educational opportunities (cf. 1973 Statutes 136A.02 Subd. 5).

2.5 En route Objective

To formulate and recommend planning policies and guidelines which give direction to coordinated academic planning in post-secondary institutions and systems, all providers of post-secondary education and related public and private agencies.

Needs

The Commission possesses adequate mandates to fulfill its role in voluntary academic planning. It needs continued and increasing material support to accommodate the scope of its mandate and realize its advantages.

Scope and Advantages

The 1973 MHECC biennial report, Responding to Change, described the Commission's functions and the services it provides in a system of voluntary statewide coordination.

These flow from its general mandate to perform studies and long-range planning for post-secondary education and from the statutory exhortation that both post-secondary institutions and state agencies cooperate with the Commission as it pursues its functions.

Specifically, they flow from the statutory section on academic planning

which defined a comprehensive scope -- all types of public and private post-secondary education, both new and existing programs, and plans, proposals and priorities -- even while it made the operative verbs "review and recommend".

As a result of Commission activities reported previously, the 1973 Legislature added "private collegiate and non-collegiate institutions" to the specific statute and the Commission moved to implement this expanded scope.

Several strengths accrue to Minnesota's review procedures as a result of this comprehensive review mandate.

The procedures are flexible depending on circumstances. For instance, one state requires 21 months' turn-around for review of new programs, obviously a debilitating process in a dynamic post-secondary environment, particularly in view of constantly changing patterns of state and federal dollar flow. In Minnesota, the process can take as little as three weeks, or as long as necessary to certify accountability.

In relation to other boards, the Commission's program review activity is not endowed with regulatory, supervisory and/or operating authority over traditional institutions. By statute Minnesota requests both state agencies and post-secondary institutions to cooperate with the Commission in carrying out its duties. By the same statute Minnesota charges the Commission only to "review and make recommendations" about educational programs. Rather than being a board of control or a department of higher education, the Commission has persuasive power based on voluntary coordination.

The strength of the Commission's program review, therefore, lies in the quality of its recommendations, in its success in soliciting the cooperation of pertinent constituencies, and in the scope of its mandate.

Statewide coordination avoids master-planning but emphasizes a process that is at once reiterable, continuing and cumulative. It walks on the

two legs of data and expertise animated by the body of a process accepted as having integrity. It is joined at the head to a board-coordinating board at the highest level of state government. This head expresses policies that simultaneously become planning guidelines for institutional faculties and administrators and accountability criteria for governing boards, state and federal agencies, the Governor's office and the Legislature.

Needs

As a board-coordinating board and parent of other boards, the Commission needs greater resources: 1) to perform and apply necessary studies using quality data and to assist development of coordination networks at local/regional/state levels between systems and agencies, and 2) to establish and maintain improved communication devices.

Accountability Sign-Off

The academic environment has changed from a relatively steady-state of gradual expansion to a volatile situation marked by critical pressures; in short, decreasing resources coupled with increasing demands for knowledge production, for development of new competencies in new careers, and for accountability. As a consequence, the ivory-tower academic environment has been invaded by critical economic and social pressures affecting the directions of Minnesota's development.

These pressures demand responsible use of resources, accountability and therefore careful academic planning and effective coordination review to certify the integrity of planning; wise application of human energy and funds. For example:

1. academic programs account for 70 to 85 per cent of post-secondary expenditures;

2. in Minnesota public post-secondary education alone will budget

up to 1.25 billion dollars for the 75-77 biennium;

3. of this, over half-a-billion dollars will be state appropriations, or about a half-billion for academic programs;

4. another half-billion must flow from federal and private sources, including individual contributions through tuition, student aids and bequests;

5. overall enrollments will tend to decline implying the need to justify expenditures for smaller outputs;

6. by specific program, however, certain enrollments will increase implying the need for precise identification of new career needs, new curricula and demands on resources;

7. external pressures, for instance from the federal government in establishing post-secondary commissions, peer review, regional councils and credentialing mechanisms, create demands for careful planning coupled with state-level sign-off; and

8. revenue-sharing and other alterations in appropriation-allocation procedures demand flexible but official response to accountability sign-off.

The Commission is acutely aware of critical program issues that are more than transitory. Academic planners and post-secondary institutions, it believes, are increasingly anxious about these pressures.

1. Sharing the student pool: Population projections lead educators to one unavoidable conclusion about future enrollments of the new high school graduate sector: they must decline, in this decade, indeed by 50 per cent in some regions of Minnesota. Without coordination in providing program services, internecine competition is suicide to a responsive, quality-effective post-secondary system.

While new clienteles may exist among the traditionally unschooled, and indeed must if vital development is to occur, they have not been carefully

measured or identified. The sense persists, however, that these clienteles are not limitless. More important, they do not exist for exploitation but deserve careful programming consistent with identified needs of individuals, regions, and state development.

2. Sharing the program pool: In order to have the critical mass necessary for a viable post-secondary unit, each institution designs a compatible program array. No unit can deliver all programs. It studies its available resources, its clienteles and their needs, the needs of a geographic area, the thrust of neighboring institutions, and develops a feasible mission and pertinent curricula.

Even with this experience, academic planners in Minnesota are increasingly aware of new pressures for change and development: (a) Enrollment declines and obsolescence of knowledge create diminishing programs which must be supplemented or, harder still, maintained in a shrinking world when a program is integral to the critical mass. (b) There are pin-point areas where programs expand because of increased or new needs. To identify specific interests and needs, to design novel programs in uncharted areas, to assign priorities, and to redirect resources together imply acute planning skills and academic venturesomeness. (c) The knowledge explosion and meeting new social and technological needs often require redesign of existing programs. (d) This is particularly true where levels of competencies, though differentiated, are related, leading to ladder-programming among institutions. (e) In some instances, the state's need for new or redesigned programs is limited to one or two programs. Where should they be located? Which institutions should share resources and appropriate levels? (f) The expanding repertoire of delivery technologies and learning techniques creates a dynamic program environment and enables institutions to impact one another and one another's clienteles

in new ways and across barriers of distance.

In short, programming is one of the most exciting areas of post-secondary education and stimulates even greater need for cooperation and coordination.

3. Sharing the dollar pool: Even more volatile is the unpredictable ebb and swell of the dollar flow from multiple sources affecting private as well as public institutions.

Academic programs account for 70 to 85 per cent of post-secondary expenditures estimated to be over a billion dollars during the 1975 biennium. Half will arise from state appropriations and an equal amount from federal and private sources. While one source diminishes, another swells, often targeted to specific program areas or populations, never quite enough to satisfy every institutional aspiration. It becomes necessary to package resources in imaginative arrays to continue to meet flexible educational needs.

4. Sharing accountability: External pressures, for instance from the federal government in establishing post-secondary commissions, peer review, regional councils and credentialing mechanisms, create demands for careful planning coupled with state-level certification of the efforts.

Revenue-sharing and other alterations in the volatile world of changing dollar flow demand flexible but official response to accountability sign-off. Decisions can be made closer to home but must be defensible.

New and existing programs require constant rejustification to accede to specifications set by funding and planning agencies. In the end these specifications imply proof of coordination, of cooperative planning, of efficient economic response to identified needs, of effective choices from alternative proposals, and of approvals by appropriate decision makers. The post-secondary institution can no longer be accountable alone.

5. Sharing the planning: Wasted resources result from duplicative development not only at the points of planning initiative but also at the points of arbitration among competing proposals. The scarcity of all resources and especially of development funds makes academic planners increasingly aware of the need for early collaboration, unified proposals, and agreement to distribute programs equitably.

6. Sharing the expertise: Finally, the dynamic environment and complexity of academic planning exceed the capacities of individual curriculum designers. They must talk to one another. No single institution speaks for the state. The single program is inevitably linked to other programs which prepare for it or for which it is preparatory. The new vocational program at the first-year level often encumbers more resources at the graduate level. A program in one field, such as health, often imposes demands on other fields such as social service.

By the same token programming in the state's educational institutions, as in human services, impinges on the state's delivery systems like hospitals or welfare agencies. Increasingly, academic planners engage decision makers in local/regional/state agencies.

This affects not only how services are delivered but also by whom. To ignore program fit would waste scarce state resources. That is, to the greatest extent possible, graduates of academic programs should possess needed competencies without additional training. Only dialogue between academics and practitioners prevents irrelevant program fit.

At the state level and increasingly at sub-state levels, the Commission has developed a responsive review process that can deliver to the Legislature and other agencies competent plans, objectives and useful information, and accepted policy guidelines.

Needs

Coordination in academic planning remains, therefore, one of the Commission's most important contributions. The critical pressures underscore the need to improve review of new programs, to expand efforts to review existing programs, and to increase its ventures into encouraging coordination in the developmental phases of program planning.

Criteria

At the outset in 1969, the Commission developed a document which still stands as the landmark for decision-making in academic planning: The Guidelines for Program Review[2]

The Guidelines set forth the critical components for planning and review:

1. a definition of "program",

2. a step-wise review process based on a sequence of a preliminary, then a formal proposal for each program,

3. a review mechanism at the state level, including expertise of staff and of a representative Curriculum Advisory Committee (CAC) according to its mandate (Statutes: 1973 136A.02, Subd. 5) to form committees as necessary,

4. a common data-set descriptive of any academic program and limited to coordination issues, that is,

5. the three basic review criteria of :

   a. mission,

   b. unwarranted duplication, and

   c. cost-benefit.

One element of the descriptive data-set could just as well be termed a fourth criterion:

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[2]See MHECC biennial legislative reports, Proposal for Progress, 1969, and Meeting the Challenge, 1971.

d. need for the program.

These four criteria, reflections of the statewide mission to provide for educational opportunities, comprise the measures by which all programs are reviewed as well as the substance of every formal Commission motion, that is, favorable or unfavorable review insofar as a program, on the basis of data and expertise, is found either consistent or not with the criteria in the Guidelines, or consistent under certain conditions.

In 1969 the Commission defined "program" as a series of educational experiences converging on an identifiable outcome, degree, certificate or major, including organizational units such as departments and delivery devices such as external degrees, continuing education and non-traditional studies. These understandings of "program" have been frequently reiterated both formally and informally.

Also included were alterations in existing programs such as termination and substantial increase in design capacity. This definition of "program" was consistent with the program review statute [136A.04(d)] which explicitly mentioned, besides program, plans and proposals and priorities, as well as expansions and deletions.

Although the Commission originally excluded review of discrete courses, it has recently established a mechanism to inventory continuing education course offerings, delivery locations, and potential conflicts (HECC Minutes, May 1974).

Even though the scope is universal, the Commission has not been uniformly successful in encouraging transmittal of all necessary information. The size of staff has not permitted adequate communication with all sectors of post-secondary education, notably with proprietary schools and non-collegiate education. Further, the participating systems cavilled at transmitting plans

and proposals, non-traditional and external efforts, program expansions, and in general anything not considered within a narrow interpretation of "program". Size of staff militated against adequate pursuit of these issues, as did the sheer volume of traditional new program proposals from new institutions.

At the request of the Higher Education Advisory Council, the Commission did, however, establish an Advisory Committee on Non-Traditional Studies (ACONTS) to recommend a definition and process for review of plans and programs in the area of external programs. This committee recommended addition of a new program category, experimental, with appropriate data and procedures to be applied in the established review process.

This volume of new program proposals likewise prevented adequate attention to review of existing programs, along with lack of general consensus on procedures for this review, although the staff proposed and tested several models.

On the Guidelines components of preliminary and formal proposals, no difficulties have been encountered. The CAC agreed to a third category of official document: For Information Only (FIO). This has proved useful as a communication device for information that is not essentially a program proposal.

There has been a growing awareness, however, of the need to address existing programs and to create responsive mechanisms at local and regional levels to encourage and manage coordinated program development prior to the time that proposals, sometimes competing proposals or those duplicative in expenditure of development resources, arrive at the state level.

The models tested by staff for review of existing programs attempt to address this problem. They reflect the Commission role of encouraging

"coordination among", that is, across institutions, across systems, and across localities or regions where education shares student pools, program pools, and resource pools. They establish networks of expertise for flow of information and data both laterally and vertically because in curriculum the deliverers (faculty) are also the planners. They focus more on planning and development in an acceptable process than on review which remains a certifying function at the state level.

As mentioned, the models were proposed and tested in modest efforts in nursing, agriculture and human services. The current externally funded projects apply these models across health education, indeed across education, credentialing and manpower utilization in health and therefore across not only post-secondary education but also the related agencies with authorization in health planning, credentialing and delivery.

The fourth critical component in the Guidelines outlined a basic data-set of program descriptors relevant to treating coordination issues, e.g., need, output, costs, location, etc. The set has proved generally adequate for the era of embarking on review of new programs.

Improvement is needed. The CAC appointed a subcommittee to collaborate with staff in developing a "program design format" (PDF) to better identify relevant data as program descriptors, to better accommodate review of existing programs, to encourage better institutional approaches to planning, and to provide those data which more directly address coordination issues. Within the set of program descriptors, a distinction will be made between those data useful within institutions and systems and those data useful for Commission review, particularly needs data whether applicable to job-related programs or to intellectual need or to both. Currently, staff is drafting proposed criteria for reviewing programs that are not job-related.

Finally, both CAC and staff are aware of the need for further clarification in the basic Guidelines criteria: mission, duplication, cost-benefit. In lieu of this, it is generally recognized that the weight of responsibility has fallen largely on the expert judgment represented by participants in the process, more successfully in duplication than in mission or cost-benefit. The latter two have been approached in several collective efforts of the staff and the CAC, but not yet completed. While agreements have been reached on the set of descriptors for mission and on a methodology, the dynamic nature of the contemporary post-secondary environment has militated against implementation. Participants have contented themselves that expert judgment contains a reliable sense of institutional mission in Minnesota at this time. Likewise, staff and CAC have arrived at the essential agreements on costing and on methods for benefit determination. Further progress awaits collection of need and cost data arising from the program design format now in developmental stages, and creation of the data-expertise networks. Because these are labor-intensive, delay can be attributed to staff size as a consequence.

Needs

The Guidelines' five critical components for planning and review remain adequate both for new and existing programs, but need increased detail and clarification. The steps required to accomplish this are already clear. Each has been at least partially accomplished. The need is for sufficient resources to complete the steps within a useful time frame.

Processes

There can be three places where the process is triggered. First, a submitting office or institution forwards to the Commission, addressed to staff, documents related to new programs or to substantial changes in existing programs, usually preliminary (later formal) proposals or PIOs, that is, for

information only documents. Where there is a system contact -- in public institutions and some private -- he alone transmits all official documents. The staff must maintain contact with institutions not in a system. Once transmitted and barring technical delays, the documents inevitably proceed to the Commission and appear on its agenda.

Trust, indeed ever-growing trust, constitutes the backbone of voluntary coordination. This fact was noted early in the process (CAC Minutes 12/21/70). Thus, triggering the process of coordination relies ultimately on institutional goodwill in transmitting proposals and other information for coordination review.

It is important to know that detailed and organized review occurs within institutions and systems and ultimately at board levels prior to transmittal by the system contact. The Commission confines attention to coordination issues whether direct or indirect. It avoids interference in academic freedom and institutional autonomy, indeed acts to shield these values.

Second, for broad review of existing and planned programs by discipline or area, the staff services and collaborates with coordination networks and mechanisms. Its coordination activities are reported routinely from their inception to the CAC and to the Commission in Sections IV and V of the monthly CAC-Staff reports, and requests are made to put major issues on the CAC agendas.

Third, identification and discussion of policy issues can be initiated by the Commission, by the CAC or by the staff. If issues arise outside these bodies, they enter the process through one of them and proceed normally, for instance by being placed on a CAC agenda for discussion and by being treated in a staff brief.

In short, nothing transpires that is not documented in the public record. This fact basically identifies the "staff-clerical" role. The role involves

organizing, maintaining and servicing advisory mechanisms, particularly the premiere committee, CAC; drafting of agendas and of minutes; arranging meeting times, places and parking; preparing reports timely for Commission agendas; acting as information resource during Commission meetings; preparing reports of Commission action; transmitting these reports to institutions, government and the public; and maintaining accurate files and archives. The staff also creates and maintains the statewide program inventory, updating the file constantly as changes occur, publishing a periodic inventory and responding to questions about available programs.

Professional expertise of an advisory nature characterizes the process at three points.

First, the staff is parallel and complementary to the CAC. Like it, the staff raises questions of preliminary proposals during discussion in the CAC agenda. This is a stage of informal review when the hard questions may be raised for the benefit of the proposing institution and in view of resolution by statements in the subsequent formal proposal.

The staff discusses and prepares a written staff evaluation for each formal proposal. As a draft it can be altered before the Commission meeting in view of new information provided in the CAC meeting or subsequently right up to the point on the Commission agenda when the formal proposal is reviewed.

The staff evaluation addresses six points:

1. Programs statewide:
    a. identical and similar programs
    b. geographic locations
    c. design capacities
2. Missing or Incomplete Guidelines Data
3. Program Description (Summary)
4. Need:

a. student pool or demand

b. employment projections

c. non-employment-related aspects

5. Statutory and Guidelines Criteria:

a. mission

b. duplication

c. cost-benefit

d. priority

6. Recommended Commission Action.

Ideally, each staff evaluation would be a cameo study, that is, a short form of a disciplinary or area study following the model described above. The volume of work has not permitted this except in a few critical cases. Ideally also, the staff evaluation should be able to make use of policy determinations resulting from major disciplinary and area studies. This has been done when such studies have been conducted.

The staff also relays coordination activities and inputs on plans, policies and issues through briefs, studies and periodic reports. Often these will arise from staff work with coordination networks and mechanisms. Nothing is done without reference to the CAC and final disposition by the Commission.

Second, professional expertise comes to the Commission by the work of the CAC. Its input is independent although the staff provides all necessary clerical services. The chairperson designs each agenda, monthly or twice a month if the volume of work demands. The agenda always includes:

1. Formal proposals

2. Preliminary proposals

3. For Information Only documents

4. Issues and Discussion Topics.

The CAC provides a "recommended Commission Action" for each formal proposal, supported by discussion recorded in the CAC Minutes and sometimes by specific comment. The basic motion is to find the program consistent or not consistent with the criteria (mission, duplication, cost-benefit, need) of the Guidelines for Program Review . The CAC may also delay, table, withdraw or suggest modification of a formal proposal. In any case, its action does not prevent a proposal from reaching the Commission. Together the actions recommended by the CAC and by the staff comprise Section I of the monthly CAC-Staff Report to the Commission.

The CAC also discusses each preliminary proposal and refers questions back to the proposing institution through the respective System Contact. As noted, the staff participates. This is done informally so that all preliminary proposals are referred without comment to the Commission in Section II of the monthly CAC-Staff Report.

For Information Only documents contain any information not program related which, in trust, institutions or staff think ought to be shared for coordination purposes: minor changes as in program length or title, inter-institutional cooperation, long-range plans, coordination activities, and the like. The CAC takes appropriate action, with staff advice, on each document which is then forwarded to the Commission and becomes a public record. These documents with any comment comprise Section III of the monthly CAC-Staff Report to the Commission.

Section IV reflects the fourth standard item of the CAC agendas: discussion of broad issues and policies wherever initiated. This includes receiving and commenting on plans and recommendations from the coordination networks. The nursing and human services efforts and the knotty questions in cost-benefit

were key issues addressed by the CAC. The development of a program design format is under discussion.

Third, expertise using producers and users of educated manpower comes to the Commission from the coordination networks. Various stages of development mark networks in health education, human services education, nursing, and agricultural education.

With adequate resources, regional and state networks can be initiated in other broad areas such as science and technology, liberal education and behavioral sciences. Likewise sub networks will be required in priority areas such as early childhood, aging, emergency medical services and others. As mentioned previously, the networks represent the primary vehicle through which the Commission intervenes in planning at the early developmental phase.

In any event, network expertise feeds routinely into the process through the staff and the CAC.

There is no essential difference, then, between the process which accommodates both new and existing programs and that which coordinates existing and planned programs by broad discipline or area. Both processes remain advisory. The Commission decides. In the first case, the Commission reviews discrete programs and acts on their consistency with established criteria in the Guidelines: need, mission, duplication and cost-benefit. In the second case, the Commission reviews recommended educational policy guidelines from the standpoint of statewide coordination. If the Commission agrees, the guidelines achieve the stature of state policy.

Needs

The state-level steps of the process reside in a triangle whose apex is the Commission.

The CAC or system leg of the triangle extends outward from the state

level to institutions and systems and to agencies related to them. Their planning and development remain largely discrete among them, however, coming together principally at the state level.

Likewise, the staff leg of the triangle extends outward from the state level to local/regional/state/federal agencies concerned in various ways with post-secondary education, e.g., the regional projects, health facilities, regional and state councils for development, manpower, credentialing, human resources, etc. More must be done to bring these together and to bring them together with the post-secondary community.

The Commission can now report that the process, with a unique track record of over four-and-one-half years' duration, is firmly established at the state level. Its expansion into local/regional networks for early coordination of developmental efforts has been conceptualized, tested and partially implemented in specific disciplines or geographic areas through the benefit of external funding. What is needed now is continuing support for projects externally funded up to now and additional resources for:

1. extending similar efforts into other critical academic areas, particularly in review of existing programs;

2. building downward from state levels to establish planning networks close to the base of operations conducted by participating post-secondary institutions and related agencies;

3. expanding the partnership with developmental regional/state/federal agencies;

4. providing academic planning technical assistance to improve skills in identifying needs and in developing responsive curricula.

Products: Policy Decisions

The Commission serves as a communication network among post-secondary

education as deliverers, as users or as providers of assistance and data. The network conveys information and policy recommendations among participants.

The review criteria established by the Commission are need, mission, duplication and cost-benefit. The data and coordination processes address these criteria, and collective efforts aim at determining and improving applications of cost-benefit and values related to statewide post-secondary education.

The voluntary participation of the broad post-secondary community and related agencies produces collective agreement on both general and specific directions for program planning in disciplines, in geographic locations, in career opportunities for citizens and in development of the Minnesota, indeed the national social structure.

While the appropriate Commission action is a recommendation, its force derives from collective participation, from use of the best available data, from objectivity introduced into the Commission review and from endorsement by the Commission. While the Commission action prescinds from financial appropriation, it attests to the quality of the planning process, to accountability and consequently to wisdom in the investment of resources.

Audiences for Commission recommendations are the post-secondary institutions and governing boards interested in coordination and endorsement of accountability, the Governor and Legislature concerned with rational allocation of scarce resources, and regional/state/federal agencies interested in production of educated manpower consistent with the assistance they provide.

"Review and recommend" — these are the operative terms of the program review statute [136A.04(d)]. What, then, is the force of Commission action? The process is merely voluntary, it is one of recommendation only. By its very nature, therefore, its force resides in the integrity of the process

supported by the two legs of relevant data and expertise.

What is the unique contribution of the Commission? It creates, maintains, monitors, reviews and ultimately endorses the integrity of the process as well as the program recommendations and statewide policies which are processed.

State government, executive and legislative branches, receive assurances that it is safe for the post-secondary community to move forward in the courses described by the Commission; that key Minnesotans, after examining the best data available, agree on these courses; that the planning has been adequate and coordinated from the outset and that these courses respond to real needs of citizens and of the community consistent with economical use of public and private resources. Decision makers in state government remain free to proceed consistent with their own constraints but not without a degree of accountability to the results produced by the careful work of the Commission.

The same assurances and accountabilities apply to the systems and institutions, and the same freedom to act. But in addition, faculty and educational planners at the most basic levels of institutions receive overall guidelines and policies to assist in mapping academic courses. The assistance is not deterministic; essential freedoms are protected.

Decision making is, therefore, the product of Commission review. It is not the resource allocation or appropriations decision. This decision is proper to the Legislature for public institutions or to commissions and governing boards for other institutions. Neither is it the budget decision of institutions or systems which formulate and transmit their own requests.

Indirectly, however, the integrity of the Commission decisions can intimately affect those of the Legislature or governing boards.

Needs

There is a critical need for the Commission to apply sufficient resources

to quality data and planning in order to strengthen the integrity of its decisions.

Inputs

The decision-making effort walks on two legs, data and expertise, united in a process of recognized integrity.

A. Data

The essential data fall into three main categories, each with a qualitative as well as a quantitative aspect:

1. student pool by program, present and predicted --
   - 1.1 types appropriate to the program
   - 1.2 numbers demanding the program
2. program design by institution
   - 2.1 predicted competency outcomes
   - 2.2 design capacity or planned annual output
3. manpower demand by program, present and predicted
   - 3.1 competencies needed by users
   - 3.2 replacement and expansion demand.

There is general agreement that the current state of the art in manpower studies favors attention to demand rather than need; that a measure of "overage" in educational production must be added because migration, job mobility, self-development and other factors contradict one-to-one production planning; and that manpower measures, while useful, constitute guidelines rather than hard numbers (CAC Minutes, passim), particularly as predictions extend farther into the future.

Since, 1969, the Commission has maintained, with biennial update, a state-wide inventory of existing programs as narrowly defined, that is, excluding external, extension, non-traditional and continuing education. Only three

descriptors have been used: location, program title and program code.

Likewise, there is a catalog of new programs (See Appendix A) which uses the same descriptors but is supported by a variety of information filed in formal proposal documents.

None of this information is uniform or complete or in easily retrievable form.

Once completed, the Program Design Format will produce complete, uniform data on a broad range of program descriptors useful for decision- and policy-making in coordination. It is anticipated that the PDF will be codable and its information storable in machine retrievable form, given adequate resources.

Briefly the Format of the PDF will produce data responding to the categories 1.1, 1.2, 2.1 and 2.2 mentioned above. The data can be collected for all types of programs.

Specific details are being worked out collaboratively. By collecting data routinely in raw form it will be possible to aggregate information in many useful ways across institutions and programs. It will be possible to match plans to performance as a base for accountability. For the program director and the institution, it will be possible to display the full range of outcomes per investment, including research and service, effects on non-completers, and non-employment goals. What is perhaps most significant, it will be possible for program directors and institutions to aim at manageable target populations instead of increased enrollments. More importantly, it will provide decision makers with the kinds of information necessary to make decisions appropriate to each decision level, whether of quality in a department, consistency with mission in a system, fit with coordination in the Commission, or accountability in the Legislature.

On the matter of manpower data, the Commission has consistently contended that such data are needed, that production of such data is rightfully

the responsibility of certain other agencies, that increased interagency coordination is required for study design and data-sharing, but that the Commission needs resources to perform its own manpower studies if other agencies fail to deliver manpower data.

By using external funding, the Commission has developed data-models in specific areas (such as nursing education and Social Work and Related Human Services Education) and in studies. The staff has repeatedly collected and utilized existing manpower data for hundreds of program evaluations.

For health manpower generally, the Commission established protocols with Comprehensive Health Planning (Minutes, June, 1973) defining manpower data roles. In turn, Comprehensive Health Planning assigned implementation of the health manpower system to the State Board of Health which is currently supported by a U. S. Department of Health, Education and Welfare (DHEW) data contract parallel to the Commission's linkage contract. That linkage binds state agencies in a planning model for addressing policy issues in production, credentialing and use of health personnel. For agriculture personnel, the Commission staff has assisted development of the Minnesota Coordinating Council for Education in Agriculture, and has plans to apply the linkage model in additional areas.

Late in 1974, at the request of the Governor's office, the Commission served as lead agency in developing a successful pre-application for a Department of Labor planning grant to establish MOIS, a statewide Occupational Information System, based on a coordinated interagency policy board of directors. Currently the Commission is again serving as lead agency in submitting the formal application which, if successful, will provide during four years almost $1 million in federal money to establish a computerized information system that will directly deliver to youths and adults information relevant to job-choices, and indirectly provide data corresponding to categories 3.1 and 3.2 mentioned above.

The system will accomplish this by bringing together all agencies concerned with production and utilization of manpower information, as well as users themselves. In lieu of the federal grant, the Commission has suggested establishment by the state of a similar structure with indigenous support.

The perennial weak link in the manpower data chain remains accurate placement data, and beyond that, turnover data. Lately the Research Coordinating Unit at the University of Minnesota has measurably strengthened placement data for vocational education. The staff maintains contact with this and other units producing placement data.

B. Expertise

Data do not decide -- people decide, assisted by quality data.

In the beginning the Commission used expertise at the state level: the Curriculum Advisory Committee, the staff and the Commission itself. Extending this expertise geographically by regions, specifically by disciplines, personally to educators and users, and organizationally to relevant agencies has become the priority objective of the Commission's linkage model.

Expertise is convened to review need, responsive program design, needed policy recommendations, and program development. Where data are available, they assist or enlighten these considerations.

The main features that characterize the use of expertise are:

1. the educational planners or producers of educated manpower should interface regularly with the users of educated manpower;

2. the producers of educated manpower should interface regularly with one another;

3. attention should be concentrated primarily at local and regional points of delivery;

4. at the same time, the local and regional nodes of expertise should interface in a statewide network attached centrally to the Commission as a policy-making body that can certify coordination;

5. the focus of expert attention is primarily the base of relevant data.

The planning system, the educational systems and the delivery systems cannot operate in isolation from one another. Ideally, moreover, they would even constitute a single system. This is absolutely necessary in post-secondary education because in it the program planners and developers (faculty) are one and the same with the program deliverers. Examples of the use of data and expertise in the Commission's program review activity are discussed below.

In July of 1973 the Commission endorsed policies for nursing education (Planning Report 11) that emerged from a Northlands Regional Medical Program - supported Commission study and a representative Advisory Committee on Nursing Education. The Commission reactivated this Committee in August, 1974, to review the previous policies and to pursue additional studies recommended by the earlier effort. (See Chapter 9.)

The Commission expects to release results of a shared study of Social Work and Related Human Services Education. Data in 1973 showed the need for defining specific areas of attention, for design of innovative programs to meet changing needs in human services, and for policies encouraging faculties to redesign programs adapted to these needs. Several overtures have been made to inaugurate decision-making networks in specific areas such as aging, early childhood, community corrections, rehabilitation, and chemical dependency.

The Commission record also shows support for collaborative efforts with the Economic Development Council, the State Manpower Council and the State Human Services Council.

The Commission endorsed staff involvement in establishing and implementing the Minnesota Coordinating Council for Education in Agriculture. It has reviewed activities related to disseminating information about critical needs in agriculture, to policies for coordination of programs at various levels in different types of

institutions, and to study of manpower needs and new careers in agriculture.

Through a small grant in Fiscal 1974 the Commission was able to analyze planning processes and data used therein for health education programs, both in its own activities and in those of health councils around the state. The final report of this study is now being edited.

For Fiscal 1975, DHEW awarded the Commission a federal contract totalling $130,000. This will give the Commission added resources to plan, design and implement statewide networks of decision-making linkages for the production, credentialing, utilization and distribution of health manpower. Among other things, the Health Manpower Education Initiatives Awards (HMEIA) contract will support an Interagency Task Force of key staff from the Commission, the State Department of Health and Comprehensive Health Planning of the State Planning Agency. The Commission previously formalized protocols for interagency coordination. The Legislature included Commission representation in the new health manpower credentialing function of the Board of Health. The Interagency Task Force will focus network-building efforts using the data/expertise model to produce statewide policy recommendations that can be endorsed conjointly by the three parent boards.

Also in Fiscal 1975 the Northlands Regional Medical Program, Inc. provided a $95,000 grant to introduce the decision-making model for regional health education consortia.

Late in 1974 the Governor's office requested the Commission to convene an interagency effort to develop a pre-application to the Department of Labor for funds to initiate a statewide occupational information system. If successful, the effort would unite certain on-going and future activities of MHECC, the State Department of Education, the Minnesota Department of Employment Services, the Governor's Manpower Office and the State Manpower Council.

Needs

In order to proceed with development of necessary data and improvement of the program inventory the Commission needs continued support of staff to complete development of the Program Design Format and additional resources to make collected data machine retrievable.

The state also needs increased support for adequate manpower studies, wherever located, and continued funding for future years of MOIS, if established.

In order to continue and expand development of coordination networks, as well as to preserve networks now being created through external funding, the Commission needs additional staff support.

Results

The preceding sections have already outlined the progress made by the Commission in establishing acceptable processes for review and planning to achieve coordination among programs, post-secondary institutions and related agencies.

In July, 1974 the Commission staff provided a report on program review to a joint legislative subcommittee. Following this, representatives of six post-secondary systems expressed general accord with program review with suggestions for improvement.

Increasingly, regional, state and federal agencies seek participation in the process or look to program review for assistance. During Fiscal 1975, several federal agencies provided support for planning coordination amounting to $250,000. This figure could double during Fiscal 1976.

Three volumes of program review reports record relevant actions taken each month by the Commission, pertinent coordination information, and activities of the systems and of the staff related to coordination efforts among post-secondary education and related agencies.

Coordination now affects over 200 providers of post-secondary programs, including all public and private systems, the vocational-technical institute system, proprietary schools, hospitals and many public and private agencies.

During four years, reviews and evaluations have resulted in formal Commission action on over 900 programs including programs at new institutions, and 250 informational documents. Commission action and the number of documents reviewed are summarized in Table II-2. The staff maintains a current inventory of all post-secondary programs. Structures and processes have been tested for review and policy development related to existing programs by application of planning models to nursing education (Planning Report 11), human services education (Planning Report 12), agriculture education, non-traditional studies and health education.

The statewide advisory structure, in addition to staff evaluations, includes system representation on a Curriculum Advisory Committee and development of additional advisory committees by broad discipline and geographic region. Current efforts aim at establishment and better integration of regional advising structures into the other regional activities or the Commission.

In its early history, program review was often supported for its negative aspects, that is, control of unwarranted proliferation in a growth economy marked by increasing enrollments. In July, 1974, the Commission staff could report to a joint legislative subcommittee illustrative displays indicating that the restrictive aspect of program review altered developments which currently "save" the state more than three million dollars annually, a figure expected to increase by accumulation. The direct state expenditure for Commission professional staff to achieve this was about one-tenth of one percent of the savings.

"Savings to the state" should not be misinterpreted. Real dollars are saved when a proposal would have been a legislative special. The "savings" result from qualitative improvement in the programmatic investment. It otherwise is somewhat

TABLE II-2· SUMMARY OF PROGRAM DOCUMENTS RECEIVED AND REVIEWED BY MHECC 1969 - 1974

CATEGORY	Number Since September 23, 1972	Total Since November 1969
	(current biennium)	
1. FORMAL PROPOSALS		
favorable review	202	
conditional	34	
unfavorable review	6	
withdrawn	3	
SUBTOTAL	245	652
2. PRELIMINARY PROPOSALS		
became formal	156	
pending formal	116	
SUBTOTAL	272	810
(NOTE: Does not include proposals that were submitted as formal programs.)		
3. NEW INSTITUTIONS		12
4. PROGRAMS DROPPED	4	30
TOTAL PROGRAM DOCUMENTS	517	987
5. FOR INFORMATION ONLY	192	240
6. STAFF BRIEFS	1	9
7. STAFF CAMLO STUDIES		2
8. JOINT REPORTS	2	3

like the man who buys a $150 suit on sale for $100. He considers this is a $50 savings even though he may not have had the extra $50 in the first place. Similarly, when this same man does not buy a suit that would not fit him, or would not meet his needs, he later uses this money on something else that is useful.

As shown in Table II-3, the number of programs unfavorably reviewed since 1971 was only 7 in total. But unfavorable review is not the sole Commission action affecting unsuccessful programs. In all, there are seven ways a program can become unsuccessful in coordination.

Four programs have been withdrawn at the formal proposal stage, usually in the CAC. Eight programs were tabled either by the CAC or the Commission. The record shows that four programs have been withdrawn at the preliminary proposal stage, and it may be presumed that many other preliminary proposals have died aborning.

Nine programs were favorably reviewed only on condition that costs be limited to a reallocation of existing resources. A type of action characteristic of the early history of program review caused program modifications. In addition, system personnel have remarked that many programs never got past the planning stage and to the Commission because of anticipated unfavorable review. These were self-screened.

The Commission mandate to review existing programs prompted several studies which produced definite information about some self-screened programs, for instance Planning Report 11, Nursing Education in Minnesota, and Social Work and Related Human Services study. The latter indicated that 75 new programs were being planned. Partially as a result of the study, the Commission has received only three proposals, two of which were reviewed with the reallocation condition.

Thus the efforts to review existing programs are one of the most productive aspects of coordination. In sum, the separate annual savings, public and private,

TABLE II-3: SUMMARY OF PROJECTED STATE SAVINGS RELATED TO PROGRAM PROPOSALS NOT FAVORABLY REVIEWED FY 1971-FY 1974

Program Review Actions	FY '71 No.	FY '71 Dollar	FY '72 No.	FY '72 Dollar	FY '73 No.	FY '73 Dollar	FY '74 No.	FY '74 Dollar
A. Unfavorable review	1	16,000			1	72,000	5	109,000
B. Withdrawn, formal	1	55,000	1	28,000	1	15,000	1	5,000
C. Tabled	1	14,000	1	63,000	5	315,000	1	46,000
D. Withdrawn, preliminary (est.)			1	20,000	2	40,000	1	20,000
E. Reallocation			1	41,000	3	60,000	5	203,000
F. Modified	3	93,000						
G. Self-screened:								
1. Known (est.)			1	12,000	36	720,000	36	720,000
2. Unknown (1/2 sum of A-F)		89,000		76,000		258,000		192,000
H. Annual Total	6+	267,000	5+	240,000	48+	1,472,000	49+	1,295,000
I. Cumulative Annual Total			11+	507,000	59+	1,979,000	108+	3,274,000
J. Temporary			9	171,000	7	217,000	4	86,000

have grown from $267,000 to $1,295,000 in four years. Programs once established, create recurring costs each year indefinitely. Because savings attached to unsuccessful programs can be viewed as cumulative, savings have increased from $267,000 in the first year to $3,274,000 over the history of program review.

Besides unsuccessful programs, 20 were accorded temporary status either by the CAC or the Commission. They were favorably reviewed as experimental or as needing further review at a later date. Discretion over costs for these programs can still be exercised.

Finally, at the discretion of the CAC and Commission, the staff conducted a statewide survey of (1) programs that were reviewed but not implemented and (2) programs that may have escaped review. This survey is ready for analysis and policy development.

Program review, therefore, has an extensive effect from a negative standpoint.

Coordination at the development stage of academic planning is more positive, deserves increasing attention, and probably would increase savings by prevention duplication of isolated planning.

The savings represent less than two per cent of only the state appropriation for public post-secondary academic programs in Minnesota.

The positive use of the process for certifying the wisdom of spending the remaining ninety-eight per cent is obviously of much more importance, an importance underscored by the additional scope of non-public education and of non-state dollars.

In justice, it should also be said, in addition to Commission staff, the resources devoted to program review include the voluntary contributions of Commission members, and immeasurable energies and time devoted by institutional

and system personnel as well as those in related agencies. If this is any measure, it is the measure of commitment to coordination and accountability.

As a coordinating board operating at the state level and increasingly at sub-state levels, the Commission has developed a responsive review process that can deliver to the Legislature and other funding agencies competent plans, objectives and useful information, and accepted policy guidelines. The scope of program review provides comprehensive coordination of post-secondary education by permitting evaluation of benefits accruing from both state and non-state flow of dollars for both public and private institutions.

APPENDIX A

PROGRAM REVIEW SUMMARY

TABLE II-4

FORMAL PROGRAMS RECEIVING FAVORABLE REVIEW BY THE

HIGHER EDUCATION COORDINATING COMMISSION

OCTOBER 1972 to OCTOBER 1974

I. University of Minnesota

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
580	73-3	Physician's Assistant in Ophthalmology	Twin Cities and St. Paul Ramsey Hospital
517	73-4	Home and Family Services	Crookston
732	73-6	Doctorate of Music Arts	Twin Cities
581	73-7	Proposal Leading to the Certification of Nursery School Teachers	Duluth
802	73-7	Master of Agriculture	Twin Cities
767	73-8	B.A. Interdepartmental Major in East Asian Studies	Twin Cities
845	74-1	B.A., B.S. Minor in Dance	Duluth
858	74-1	B.A. Major in Interdisciplinary Studies	Duluth
833	74-1	A.S. Degree in Dental Hygiene	Duluth
846	74-2	Minor, Linguistics	Duluth
847	74-2	M.A., M.S., Ph.D. Ancient Studies	Twin Cities
868	74-6	Interdepartmental Program in Classical Civilization (CLA)	Twin Cities
888 A, B	74-9	M.A., Ph.D. Hispanic Linguistics	Twin Cities
905	74-10	M.A. Portuguese	Twin Cities
877	74-12	Master's in Industrial Safety	Duluth

II. Area Vocational Technical Institutes

287	72-10&11	Accounting	Dakota County
665	72-10&11	Concrete Technology	Pipestone
663	72-10&11	Laundry and Dry Cleaning	916

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
530	72-10&11	Marketing and Merchandising (Basic)	Suburban Hennepin
541	72-10&11	Institutional Housekeeping	Suburban Hennepin
621	72-11&12	Auto and Truck Mechanics (Basic)	Suburban Hennepin
664	72-11&12	Truck Driver	916
575	72-11&12	Autobody Repairman	Pipestone
347	72-11&12	Real Estate and Insurance Sales	St. Cloud
676	72-12/73-1	Dental Laboratory Technician	Suburban Hennepin
677	72-12/73-1	Dental Assistant	Suburban Hennepin
693	72-12/73-1	Secretarial/Clerical Office Practice	East Grand Forks
597	72-12/73-1	Welding	East Grand Forks
547	72-12/73-1	Fluid Power	Suburban Hennepin
568	72-12/73-1	Truck Diesel Mechanics	Detroit Lakes
702	72-12/73-1	Landscape Design and Construction	Suburban Hennepin
632	73-2	Electronics Technology	Suburban Hennepin
678	73-2	Electro-Mechanical Technology	Suburban Hennepin
175	73-2	(south campus) Floriculture Technology	Suburban Hennepin
618	73-2	Plastics Technology	Suburban Hennepin
706	73-2	Truck and Trailer Mechanics (Advanced)	Suburban Hennepin
599	73-2	Agri-Business	Suburban Hennepin
582	73-2	Television Production Technician	Suburban Hennepin
713	73-2	Service Station Occupations	Suburban Hennepin
699	73-2	Mechanical Drafting	916
525	73-2	Supermarket Bakery and Delicatessen Merchandising	Pipestone
703	73-2	Agri-Business Sales and Marketing	Thief River Falls
704	73-2	Industrial Engines; Service and Sales	Dakota County
511	73-2	Public Building Maintenance	Jackson
539	73-2	Automatic Merchandising Technician	Brainerd
577	73-2	Wood Finishing	Dakota County

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
235	73-2	Machinist-Tool and Die-Plastics	Dakota County
711	73-2	Industrial Machinery Mechanic Maintenance	Jackson
714	73-2	Warehouse and Stockroom Management	Dakota County
726	73-2	Public and Private Assembly Facilities Management	Dakota County
515	73-2	Home Furnishing Sales and Management	Jackson
497	73-2	Industrial Sales and Management	Jackson
496	73-2	Sales and Marketing (Retailing)	Jackson
724	73-2	Medical Office Assistant	91[illegible]
662	73-2	Accounting	Detroit Lakes
712	73-2	Automotive Service Management	Suburban Hennepin (south campus)
616	73-2	Packaging Machine Occupations	Suburban Hennepin
524	73-3	Hardware Building Materials and Home Center Marketing Management	Suburban Hennepin (north campus)
299	73-3	Medical Secretary	Detroit Lakes
670	73-3	Commercial Photography Occupations	Suburban Hennepin
396	73-3	Rural Banking and Agriculture Finance	Red Wing
527	73-3	Legal Secretary	Brainerd
725	73-3	Recreational Equipment Salesman	Brainerd
753	73-3	Industrial and Institutional Buyer	Dakota County
680	73-4	Respiratory Therapy Technician	St. Paul
684	73-4	Inhalation Therapy Technician	Anoka
763	73-4	Photographic Technician	Dakota County
760	73-4	Finance and Credit	Alexandria
751	73-4	Travel Counselor	Dakota County
571	73-5	Truck Driver Training	Dakota County
687	73-5	Accounting II	Thief River Falls
689	73-5	Truck Mechanics	East Grand Forks

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
722	73-5	Refrigeration, A.C. and Heating	Suburban Hennepin
765 ABCD	73-5	Machine Trades II	Suburban Hennepin (both campuses)
734	73-6	Truck Driving	East Grand Forks
784A	73-7	Prosthetics and Orthotic Technician	916
752	73-7	Sales, Marketing and Management	Hutchinson
772A	73-7	Partsman Training (Truck, Tractor, and Farm Machinery)	East Grand Forks
793	73-7	Truck Specialized Equipment Mechanic	East Grand Forks
772	73-7	Auto Mechanics II, A, B, C, D, E, F, G, H,	Suburban Hennepin
793A&B	73-7	Graphic Communications II	Suburban Hennepin
710	73-7	Fabric Sales and Notions Coordinator (Yard Goods)	Pine City
803	73-7	Visual Merchandising	Dakota County
794	73-8	Credit and Finance Management	East Grand Forks
809	73-8	Floral Design and Merchandising	Suburban Hennepin
811	73 8	Fast Foods Cooking	East Grand Forks
812	73-8	Fashion Fabric and Notions Coordinator/ Manager	East Grand Forks
795	73-8	Homes Furnishing Sales	East Grand Forks
808	73-8	Building Maintenance	Suburban Hennepin
799	73-9	Farm Tractor Machinery Mechanics & Service	East Grand Forks
800	73-9	Farm Equipment Mechanics & Service	East Grand Forks
774	73-10&11	Farm Equipment Mechanic	Hutchinson
783	73-10&11	Central Services Technician	916
830	73-10&11	Cable TV Technician	Wadena
839	73-12	Agricultural Systems Structures	Hutchinson
788	74-1	Practical Business Management	Bemidji
759	74-1	Machine Technician	916

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
867	74-1	General Construction	East Grand Forks
708	74-4&5	Building and Grounds Maintenance	East Grand Forks
852	74-6	Legal Secretarial	Anoka
837	74-7	Bus Truck and Mechanic	Minneapolis
*895	74-7	Operating Room Technician	Rochester
*897	74-7	Environmental Cleaning and Sanitation Maintenance	Dakota County
*183	74-8	Heavy Construction Equipment Mechanics	Dakota County
*864	74-8	Horse Care and Stable Operation	Suburban Hennepin
700	74-9	Sign Lettering and Design	Detroit Lakes
866	74-9	Heavy Equipment Partsman	Staples
896	74-9	Farm Building and Convenience Technician	Faribault
		III. State Colleges	
627	72-10&11	B.A. in Recreation and Leisure Studies	Winona
597	72-10&11	B.S. in Quantitative Methods and Information Systems	St. Cloud
584	72-10&11	B.A. in Biomedical Science	St. Cloud
586	72-10&11	B.A. in Anthropology	St. Cloud
585	72-10&11	Supporting Fields Minor for Anthropology	St. Cloud
663	72-12;73-1	B.A. American Studies	Moorhead
721	73-3	M.A. in Environmental Studies	Mankato
757	73-3	B.S. Tech. Cert. in School and Community Health Education	Winona
733	73-4	B.A. Minor Computer Science	Winona
756	73-6	Water Quality and Pollution Control Tech.	Mankato
770	73-7	A.S. Two Year Environmental Technician	Bemidji
771	73-7	B.A. Criminal Justice Studies	St. Cloud
773	73-7	B.S. Tech. Cert. Earth Science Major and Minor	Moorhead

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
755	73-9	B.A./B.S. Commercial Art/Advertising Art	St. Cloud
813	73-10&11	B.A. Major in Art History	St. Cloud
814	73-10&11	(Major) Reading Instruction	St. Cloud
819	73-10&11	B.A./B.S. Minor East Asian Studies	St. Cloud
820	73-10&11	B.S. Teach. Cert. Minor in Political Science	St. Cloud
825	73-10&11	B.A. Environmental Studies Major and Minor	St. Cloud
827	73-12	Major in Mass Communications	Winona
829	73-12	Minor in Mass Communications	Winona
828	73-12	A.A. Concentration in Early Childhood Education	Moorhead
861	74-3	B.S. Law Enforcement	Bemidji
873	74-4&5	B.S. Teach. Cert. Computer Science Education	Mankato
884	74-7	B.A. Music	St. Cloud
*885	74-7	Bachelor of Elective Studies	St. Cloud
*886	74-7	Major/Minor in Public Administration	Winona
915	74-10	B.A./B.S. Minor in Minority Studies	St. Cloud
916	74-10	Minor in Women's Studies	St. Cloud
918	74-10	Minor in Women's Studies	Moorhead
920	74-10	B.A. Scandinavian Area Studies	Mankato
921	74-10	B.A./B.S. Geology	Mankato
		IV. Private Colleges	
638	72-12;73-1	Independent Major (B.A.)	St. Teresa
645	72-12;73-1	B.A. in Pre-School Certification Program	St. Catherine
647	72-12;73-1	Pre-Medical Technology (B.A.)	St. Scholastica
648	72-12;73-1	B.A. Winton Major	St. Scholastica
649	72-12;73-1	B.A. in Creative and Dramatic Arts	St. Scholastica

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
654	72-12;73-1	B.A. Scandinavian Area Studies Major	Augsburg
655	72-12;73-1	Bachelor of Music	Augsburg
660	72-12;73-1	Environmental Studies Minor	Concordia (Moorhead)
661	73-1	Elementary Education Science Teaching Minor	Concordia (Moorhead)
730	73-3	Corrective Assistant Program	St. Benedict
731	73-3	Mental Health Associate	St. Benedict
806	73-8	Coaching Certification Program for Women	St. Catherine
869	74-3	B.A. Theology	St. Thomas
880	74-7	Master of Business Administration	St. Thomas
900	74-10	M.A. Religious Education	St. John's
901	74-10	Broad Science Major	Concordia (Moorhead)
902	74-10	Physical Science Major	Concordia (Moorhead)
903	74-10	Health Science Major	Concordia (Moorhead)
904	74-10	Humanities Major/Minor	Concordia (Moorhead)
907	74-10	2-1-1-1 Program of Engineering with Washington University (St. Louis)	St. Olaf
908	74-10	Urban Studies Major	St. Olaf
909	74-10	Russian Studies	St. Olaf
		V. State Community Colleges	
614	72-10&11	Two-Year Legal Assistant	North Hennepin
705	73-2	Food Distribution	Willmar
768	73-6	A.D. Environmental Technology	Austin
769	73-6	A.D. Occupational Safety and Health Technical Program	Inver Hills
792	73-9	A.D. Agriculture and Natural Resources	Itasca
834	73-10&11	Nurse's Aide/Geriatric Aide	Itasca
835	73-12	Hospitality Services Training Program	Itasca
848	74-1	Junior Accounting (Vocational Certificate)	Vermilion

HECC NO.	HECC ACTION DATE	TITLE	LOCATION
871	74-4&5	A.D. Technical - Hotel/Motel Management	Rochester
876	74-4&5	A.D. Technical - Water and Wastewater Technology	Vermilion
887	74-7	A.D. Technical, Retail Operations Management	Normandale
910	74-11	A.D. Technical Dietetic Technician for Nutritional Care	Normandale

* with conditions

TABLE II-5

DISTRIBUTION OF PROGRAM PROPOSALS FAVORABLY
REVIEWED BY TYPE OF INSTITUTION AND BY PROGRAM LEVEL
NOVEMBER 1972 THROUGH DECEMBER 31, 1974
CURRENT BIENNIUM

	LEVEL					
Types of Institutions	Two Years or Less	Four Years	Master's	Specialist	Doctoral	Total
University of Minnesota ...	5	7	4	2*	3	19
State Colleges	11	34	3	1		48
State Community Colleges...	12					12
Area Vocational-Technical Institutes	101					101
Private Colleges.....	5	15	2			22
TOTALS	134	56	9	3	3	212

*Includes (Specialist) Cooperative Program for Educational Administration at UM/TC and Moorhead State College

NOTE: Total excludes withdrawn proposals.

TABLE II-6
DISTRIBUTION OF PROGRAM PROPOSALS FAVORABLY
REVIEWED BY TYPE OF INSTITUTION AND BY PROGRAM LEVEL
NOVEMBER 1969 THROUGH DECEMBER 31, 1974

Types of Institutions	Two Years or Less	Four Years	Master's	Specialist	Doctoral	Total
University of Minnesota ...	26	26	28	5*	15	100
State Colleges	18	80	16	5		119
State Community Colleges ..	63					63
Area Vocational-Technical Institutes	293					293
Private Colleges	7	23**				30
TOTALS	407	129	44	10	15	605

**Four of these were reviewed by the Curriculum Advisory Committee as information documents in accordance with early procedures in program review.

NOTE: Total excludes withdrawn proposals.

TABLE II-7

Programs NOT GRANTED FAVORABLE REVIEW by MHECC

Current Biennium

HECC NO.	HECC ACTION DATE	INSTITUTION PROPOSING PROGRAM	PROGRAM TITLE
F-701	73-1	Suburban Hennepin AVTI	Commercial Art
F-844	73-10 & 11	Suburban Hennepin AVTI	Civil Technology (Surveying)
F-804	73-10 & 11	Winona State College	B.A. Environmental Specialist
F-805	73-10 & 11	Winona State College	B.S. Environmental Specialist
F-860	74-3	Bemidji State College	B.S. Technical Illustration and Commercial Design
F-870	74-4 & 5	Rochester Community College	A.D. Technical, Fashion Merchandising

TABLE II-8

Programs TABLED, Not Reviewed by MHECC

Current Biennium

HECC NO.	INSTITUTION PROPOSING PROGRAM	HECC ACTION DATE	PROGRAM TITLE	TABLED BY
F-669	Suburban Hennepin AVTI	73-1	Biomedical Equipment Technician	CAC
F-671	Minnesota Optometric Association	73-3	School of Optometry	CAC
F-647	College of St. Scholastica	73-1	B.A. Pre-Clinician Preparation in Medical Technology	CAC
F-762	Southwest State College	73-6	B.A./B.S. Concentration in Special Learning Behavior Problems	CAC
F-778	UM/Morris	73-10 & 11	B.A. European Studies	CAC

TABLE II-9

PROGRAMS GRANTED FAVORABLE REVIEW ON CONDITION OF RE-ALLOCATION OF EXISTING INSTITUTIONAL RESOURCES

HECC NO.	HECC ACTION DATE	INSTITUTION PROPOSING PROGRAM	PROGRAM TITLE	ACTION REC'D BY
F-587	73-3	St. Cloud State College	B.A. in Social Work	Staff
F-740 & F-764	73-6	Bemidji State College	A.S. and B.S. in Community Service	Staff
F-791	73-7	Rainy River Community College	Practical Nursing	Staff
F-777	73-9	UM/Morris	Teaching Major in Social Science	Staff
F-824	73-12	St. Cloud State College	B.A. Public Administration	CAC and Staff
F-856 A, B, C, D,	74-3	Hibbing AVTI	General Office and Finance Technology	CAC and Staff
F-826	74-3	St. Cloud State College	B.S. in Recreation	Staff
F-850	74-3	Bemidji State College	B.S. Environmental Studies	CAC and Staff
F-823	74-3	Bemidji State College	M.A. Environmental Studies	CAC and Staff
F-888 A, B,	74-9	UM/TC	M.A., Ph.D. Hispanic Linguistics	Staff
F-886	74-7	Winona State College	B.A. Major/Minor in Public Administration	Staff
F-906	74-12	Mankato State College	Astronomy	Staff
F-889 A. B	74-12	UM/TC	Undergraduate Majors in Ancient Near Eastern and Jewish Studies	Staff

TABLE II-10

PROGRAMS GRANTED FAVORABLE REVIEW ON CONDITION OF FUTURE REPORT

HECC NO.	HECC ACTION DATE	INSTITUTION PROPOSING PROGRAM	PROGRAM TITLE	ACTION REC'D BY
F-583	72-8	Mankato State College	M.S. Studies in Experiential Education	CAC and Staff
F-754	73-6	St. Cloud State College	B.S. Teach. Cert. Vocational-Technical Education	CAC and Staff
F-758	73-6	Moorhead State College	A.S. and B.S. Vocational-Technical Education	CAC and Staff
F-780	73-7	Winona State College	B.A. Paralegal	CAC and Staff
F-790	73-10 & 11	UM/TC	B.S. Major in Vocational Industrial Education for Post-Secondary Teachers	CAC and Staff
F-746	74-4 & 5	East Grand Forks AVTI	Surgical Technician	Staff
F-895	74-7	Rochester AVTI	Surgical Technician	Staff
F-885	74-7	St. Cloud State College	B.S. of Elective Studies	Staff
F-864	74-8	Suburban Hennepin AVTI	Horse Care & Stable Operation	Staff
JR3/ F-840	74-10	Northland Community College	Associate Degree in Nursing Program	Staff
F-910	74-11	Normandale Community College	Dietetic Technician for Nutrition Care	Staff
F-917	74-12	Mankato State College	B.S. Major in Construction Management	Staff
F-919	74-12	Mankato State College	Medical Laboratory Technician	CAC and Staff

TABLE II-11

PROGRAMS GRANTED FAVORABLE REVIEW WITH EXPERIMENTAL STATUS

HECC NO.	HECC ACTION DATE	INSTITUTION PROPOSING PROGRAM	PROGRAM TITLE	ACTION REC'D BY
F-674	73-2	St. Cloud State College	Physician's Assistant	CAC and Staff
FE-818 A. B. C	74-4 & 5	Mankato State College	A.S. Major and B.S. Minor in Emergency Medical Care and Rescue (with 81 hour EMS Certificate)	Staff
F-855	74-4 & 5	Red Wing AVTI	Musical String Instrument Repair	Staff
F-639	72-12	St. Teresa	B.A. Music Therapy	CAC and Staff
F-741	73-6	UM/TC	B.S. Music Therapy	CAC and Staff
F-667	73-8	Mankato State College	M.S. in Continuing Studies	CAC and Staff
F-785 A, B. C	73-10 & 11	916 AVTI	Intensive Care Paramedic Technician	Staff
F-832	74-1	UM/D	Bachelor of Social Development	CAC and Staff

TABLE II-12

PROGRAMS WITHDRAWN FROM CONSIDERATION FOR REVIEW

HECC NO.	HECC ACTION DATE	INSTITUTION PROPOSING/WITHDRAWING PROGRAM	PROGRAM TITLE
F-776	73-10 & 11	UM/Morris	B.S. Geology
F-822	74-2	Moorhead State College	A.A. Photogrammetry

POLICIES AND PROCEDURES ADOPTED FOR

PROGRAM REVIEW - CURRENT STATUS

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

Policies and Procedures Adopted For Program Review - Current Status

FOREWORD

This brief is intended to be used by individuals associated with the Program Review process. Updating from time to time is necessary to reflect the dynamic nature of the procedures.

Program review policies and procedures have emerged from the experience of the Curriculum Advisory Committee (CAC) and the staff; are codified from time to time in meeting minutes and precedents, which have been reviewed by the Commission; and are understood and operational at present.

This Staff Brief summarizes the policies and procedures adopted up to this time, without prejudice to additions and refinements that may evolve from future experience. The Brief replaces the similar documents circulated two years ago, January 1973.

It should be said that the Staff employs various clerical procedures to facilitate flow in the review process, but that these do not fall within the purview of this Brief. The flow itself has been described in other Staff Briefs entitled HPERT - 1 and Flow of Programs in the Review Process dated August, 1974.

TABLE OF CONTENTS

CONTENTS	PAGE
Foreword	111
Table of Contents	111
Operation of the Curriculum Advisory Committee	112
Membership	112
Voting	112
Officers	113
Conduct of Meetings	113
Processing Proposals	113
Staff Involvement in the Process	114
Responsibilities	115
Procedures and Policies	115
Program Proposal Review Process	116
General Procedures	116
Preliminary Proposals	117
Formal Proposals	118
For Information Only	119
New Institutions	119
Discontinued Programs	123
Joint Reports	123
Emerging Policies and Procedures Related to Program Review	123
Coordination Seminar	124
Management Information	124
Mission of Institution	124
Relationship of the Curriculum Advisory Committee to the Higher Education Coordinating Commission	127
General Areas of Responsibility	127

Operation of the Curriculum Advisory Committee

In November of 1969, the Commission endorsed the concept of program review and inaugurated review of new programs. One month later, the Commission accepted a document called "Guidelines for Program Review" and published this subsequently in its report to the Legislature *Proposal for Progress*[1], and *Meeting the Challenge.*[2]

The guidelines provided for appointment of a Curriculum Advisory Committee (CAC) broadly representative of the State's systems of formal post-secondary education, both public and private (chapter 136A.03, Subdivision 5). Through this committee and the Commission staff, the guidelines were applied, procedures were developed, and review of discrete new programs was conducted.

In brief, the Curriculum Advisory Committee is a statewide planning and review structure which currently represents the majority of Minnesota's post-secondary producers of educated manpower through membership by key administrators.

The CAC is made up of eighteen members - three each from the Minnesota Department of Education, the State Community College Board, the State College Board, the University of Minnesota, and the Private College Council, as well as one representative each from the private vocational schools, the Minnesota Hospital Association, and the Mayo Foundation. This committee, which has been meeting at least once each month since 1970, reviews program proposals from the various institutions and acts in an advisory capacity to the MHECC. The basic policies and procedures governing the operation of the committee are summarized under the following five headings:

Membership:

Tenure of each Committee member is to be determined by the system which nominates him. (CAC Minutes, 1/9/70, p. 1)

CAC members will provide the Commission with a vitae. (Precedent since 11/71)

"The CAC is of the opinion that there are implications and unanswered questions about the issue of representation from private schools on the CAC that go beyond the jurisdiction of the committee and beyond the question of curricular review. Therefore, the CAC urges that the Executive Director of HECC discuss this issue first, in its broadest implications, with the Higher Education Advisory Council." (CAC Minutes 10/16/72, p. 3)

Voting:

Only appointed Committee members may vote. (Precedent since 3/70)

Minutes will not reflect or record an individual as to the manner of his vote, unless requested by the individual. (Precedent CAC Minutes 6/21/71)

Actions on motions that are passed are recorded as having been either unanimous or by majority. (Precedent since CAC Minutes 6/21/71)

If a vote record, either by a number or name was necessary, it would take a motion with a majority vote to make it a matter of record in the minutes. (Precedent since CAC Minutes 6/21/71)

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[1]Minnesota Higher Education Coordinating Commission, *Proposal for Progress: Guidelines for State Policy and Comprehensive Planning of Post-Secondary Education* (St. Paul: Minnesota Higher Education Coordinating Commission, January, 1969) pp. 67-72.

[2]Minnesota Higher Education Coordinating Commission, *Meeting the Challenge* (St. Paul: Minnesota Higher Education Coordinating Commission, January, 1971) pp. 88-90.

Officers:

The secretary to the CAC will be a HECC staff member. (CAC Minutes, 9/11/70, pg. 1)

The term of the chairman will be one year. (CAC Minutes, 9/11/70, p.1) A Vice-Chairman will be elected after a Chairman is elected using the same process used in electing the Chairman. (CAC Minutes, 8/16/71)

The chairman is elected by secret ballot with the first ballot being a nominating ballot. (CAC Minutes, 9/11/70, p. 1)

First nominating ballots for chairman or vice-chairman proceed with the understanding that if a majority nominates one candidate here there is no election ballot needed. (CAC Minutes, 9/11/72, p. 2)

The Chairperson of CAC is to be designated the spokesman for CAC at HECC meetings. (CAC Minutes, 10/7/74, p. 3)

Conduct of Meetings:

The first Monday of each month is the regular meeting day with primary concern for review of proposals. (CAC Minutes, 9/11/70, p. 2)

Eight members constitute a quorum. (Precedent since 4/70)

The third Monday of each month is the extra meeting day when one is needed, with primary concern for non-program discussions. (CAC Minutes, 9/11/70, p. 2)

CAC members unable to attend committee meetings will notify the HECC staff prior to the meeting in the event the expected number of members anticipated is less than a quorum. (Precedent since CAC cover memo 4/5/71)

A quorum for CAC meetings is now ten. (CAC Minutes, 2/5/73, p. 1)

In absence of the chairman, the HECC staff member will act as temporary chairman until a temporary chairman is elected from the group. (CAC Minutes, 9/11/70, p. 2)

Visitors are welcome to hear reports to the CAC for the benefit of exchange of information. Committee members are responsible for notifying persons who might be interested visitors. (Precedent since CAC cover memo 4/12/71)

CAC members notifying the Staff of their absence prior to a meeting will be listed as excused in the minutes of the meetings. (Precedent since CAC cover memo, 7/16/71)

It is not appropriate for the Curriculum Advisory Committee to deal directly with professional organizations. (CAC Minutes, 6/5/72, p. 6)

Private college representatives indicated that they would take on the role of inter-institutional communication concerning private college proposals. (CAC Minutes, 10/2/72, p. 5)

Agendas are worked out by the staff in conjunction with the Chairman of the Committee. (Precedent since 9/70)

Processing Proposals:

Formal Program Proposals take precedence for action in the regular meetings. (Precedent since 9/70)

The Committee will review all program proposals that come before the Committee. (CAC Minutes, 2/6/70, p. 3)

The CAC will not act on new minors where majors are present. These minors will be submitted though, in order to have them on the inventory. (CAC Minutes, 9/11/70, p. 5)

The chairman will have the CAC take time after each vote on a Formal Proposal (or on groups of proposals, if appropriate) to formulate a written statement of the salient reasons which explain the vote. (CAC Minutes, 12/21/70, p. 2; 1/18/71, p. 1)

The committee will receive the materials one week prior to the mailing and internal procedures be modified to make this possible. (CAC Minutes, 10/2/72)

There appears to be a consensus that all proposals and plans with comments should come before the CAC. (CAC Minutes, 10/16/72, p. 3)

The CAC can grant approval of programs with the designation of "experimental", and not consider this approval as a precedent for future programs. (CAC Minutes, 1/22/73, p. 3)

All institutions and systems are requested to resubmit proposals for all programs that are not inaugurated within twelve months of the implementation dates specified when originally submitted, and the staff will provide a list of all programs currently in this condition to the CAC. (CAC Minutes 2/26/73, p. 2)

The CAC review date for preliminary proposals is to be cited when the formal proposal appears on the CAC agenda. (CAC Minutes, 4/1/74, p. 2)

Formal proposal numbers will bear the same number as the preliminary proposal. When an original submission is made only at the formal stage, there will of course be no corresponding P-number. (Precedent since CAC cover memo, 4/5/71)

Evaluation formats should:

1. Continue to show programs by region;

2. Show design capacity of new and existing programs with statewide total;

3. Add firm dates for the traditional 1st, 2nd, 3rd, 4th and 5th years;

4. In the areas of Cost-Benefit and Priority, where the criteria for opinion has not yet been formalized, state the opinion in positive terms wherever possible.

Each system should inform the Curriculum Advisory Committee and HECC of the procedures for submitting Preliminary Proposals for information and final proposals for review, and this information should indicate at what stage such proposals are transmitted to HECC. (CAC Minutes, 8/20/70, p. 2)

The CAC agreed that it was comfortable with the procedures used in program review by the several systems and the differences between them as far as the work of the Committee is concerned. (CAC Minutes, 4/19/71, p. 2)

Staff Involvement in the Process

The entire process of program review is further served by the academic planning efforts of the staff. Besides its clerical functions in servicing the process, the staff performs cameo studies on program areas, prepares staff evaluations of discrete programs, maintains a statewide inventory of existing programs, identifies policy issues in briefs and special reports, develops and maintains coordination networks of agencies having a legitimate interest in the production of educated manpower, designs models for academic and human resources planning studies, and reinforces liaison with all planning efforts of the Commission.

Staff evaluations are documents that are the repository of staff judgement and research and serve both as a framework for efforts to fulfill the intent of the critieria in "Guidelines for Program Review" and a catalyst in raising the need for refining the coordination issues and the information and processes needed to support statewide coordination. Staff Reports are documents containing the advisements to the Commission. The document includes a staff summation, CAC motions and comments, and staff evaluations on New and Existing programs, and substantive Topics of Coordination under development.

From October, 1970 until November, 1973, Academic Planning was conducted by two staff members and one secretary. There are currently three staff members

and two secretaries serving the program review process conjointly with the Curriculum Advisory Committee in addition to their duties in academic planning. The responsibilities and procedures of the staff in the review process are highlighted as follows:

Responsibilities:

Develop a model for curriculum development statewide which will not be used as a directive but as a resource in making decisions about needs, duplications, and development. (CAC Minutes, 10/19/70, p. 1)

Serves as secretary and liaison to the CAC. (CAC Minutes, 10/19/70, p. 1)

Serves as an information screen for programs before they are submitted to the CAC. (CAC Minutes 10/19/70, p. 1)

Appends an evaluation to each Formal Proposal which may be the result of a cameo study. (CAC Minutes, 10/17/70)

Staff provides a liaison function between committees. (Precedent since 3/19/71; see CAC cover memo 4/5/71, p. 2)

Develops papers on the review process e.g., Preliminary Proposal Brief, MPERT - 1. (CAC Minutes, 11/11/69, pp. 1-2; 1/19/70, p. 7)

Preliminary Proposals will be reviewed by the staff to see that adequate information is provided prior to their circulation at CAC meetings. (CAC Minutes, 7/10/70, p. 2)

Staff will engage in discussions with ASTD (Precedent since 2/7/72)

The staff is to prepare a brief memo on:

1. The composition of new membership of the CAC and the effective date of implementation;

2. What the submission practices and expectations will be for private non-collegiate institutions;

3. What the mechanics for submittal will be for these institutions; and

4. What the format for programs from these institutions will include. (CAC Minutes, 11/20/72, p. 5)

HECC staff shall provide rationale for the consideration of programs from sources other than institutions. (CAC Minutes, 2/26/73, p. 3)

Staff comments on formal proposals are requested by the Commission. (CAC Minutes, 6/4/73, p. 3)

Several CAC members recommended that HECC increase the staff support in the area of staff evaluations, particularly where occupational programs are involved. (CAC Minutes, 1/8/73, p. 2)

HECC staff is to assume the leadership role in obtaining answers to questions raised about the Rainy River AD Nursing program in that locality, and in contacting the groups mentioned in the staff evaluation. (CAC Minutes, 7/2/73, p. 5)

HECC staff is in a position to provide assurances that coordination activities take place regarding programs. (CAC Minutes, 7/16/73, p. 2)

Procedures and Policies:

Staff evaluations may appear in the form of comments because time did not permit independent studies. (Precedent since CAC cover memo 4/5/71)

Staff judgements are appended to program proposals only when the staff considers it necessary. (CAC 2/15/71, p. 2)

Staff evaluations may be revised based on additional input during Committee meetings. (Precedent since CAC cover memo, 5/10/71)

Reports to the Commission are routinely included in the CAC mail-out. (Precedent since 4/71)

Appointments to the Curriculum Advisory Committee are announced after all of the inter- and intra-office communication is completed. (Precedent since CAC cover memo, 6/21/71)

Formal Proposals are forwarded to the computer advisory committee at the same time as the Curriculum Advisory Committee when program proposals contain computer implications of concern to the statewide plan for computing. (CAC Cover Memo, 10/2/72)

Staff's normal procedure is to reconsider formal program evaluations on the basis of additional information provided. (CAC Minutes, 1/7/74, p. 2)

Staff reports to HECC in written form to avoid communication problems and misunderstandings. (CAC Minutes, 1/21/74, p. 4)

CAC meeting minutes are prepared in draft form for CAC action. (CAC Minutes, 1/21/74, p. 4)

Staff evaluations are prepared in draft form for CAC action before going to the Commission. (CAC Minutes, 1/21/74, p. 4)

Program Proposal Review Process

Review of programs is occasioned by the submission of program documents by the several systems or by staff working conjointly with the Curriculum Advisory Committee in developing advisements for the eventual judgement by the Commission. The original guidelines recognized different kinds of documents and identified formal proposals and preliminary proposals (intents, early warnings) as documents to be reviewed. Other documents that are reviewed in the normal process are summarized in this section of the report.

General Procedures:

HECC legislation designates a "standardized information reporting format". Although this term parallels one that has been used, namely, "uniform program design format", the connotations are not necessarily identical. It is intended that the latter will collect compatible data which accommodates all institutions. (CAC Minutes, 4/16/73, p. 3)

The number of copies of new programs submitted to HECC should be twenty-five. (CAC Minutes, 1/9/70, p. 2)

All proposals should be submitted to HECC at least two weeks prior to the CAC meeting in which they are to be considered in order to have time to process and study them. (CAC Minutes, 4/7/70, p. 5)

All proposals will be numbered. (CAC Minutes, 2/6/70, p. 2)

CAC members will individually write critical comments for Formal Proposals submitted by private institutions and forward them to those institutions. (CAC Minutes, 12/7/70, p. 4)

The CAC seemed to have a consensus that the Commission should continue to review programs monthly at least until it could decide on means of delegation. (CAC Minutes, 8/18/71, p. 4)

Each proposal for review, when submitted to the Curriculum Advisory Committee, should be accompanied by an attached summary sheet which will contain a brief and concise answer to each of the points now included in the check list prepared by the staff. Such statements should be limited to a routine or brief paragraph, with reference to sections of the accompanying proposal documents as necessary. Each Preliminary Proposal when submitted

to the CAC should contain, or have attached to it, a concise summary of answers and the points called for in the HECC guidelines for Preliminary Proposals. (CAC Minutes, 8/20/70, p. 2)

Only programs with adequate information, based on staff judgement, will come before the Committee. (CAC Minutes, 6/5/70, p. 4)

There should be appended a summary paragraph containing the judgement of the HECC staff about matters which are particularly pertinent in each case in making Committee decisions. (CAC Minutes, 8/20/70, p. 2)

Preliminary Proposals:

This document occasions the beginning of formal coordination in the statewide mode. It precedes the formal proposal and provides an opportunity for all interested parties to raise the specific coordination questions that the formal proposals must take in account.

The CAC will take action receiving Preliminary proposals. (CAC Minutes, 9/11/70, p. 2)

1. The formal or final proposal is key to the program review process. The preliminary proposal, as described in the staff paper, is a valid category. For the purposes of communication and coordination, each institution, system and the state is well served by the preliminary proposal.

2. The Committee recognizes that coordination benefits by early warning, and encourages institutions and systems to comply by voluntary submission of preliminary proposals in a form and at a time deemed suitable to foster coordination without doing violence to internal procedures.

3. The Committee encourages each institution and system to design procedures for, and to make decisions about, program review submissions with the common objective of *fostering* voluntary coordination. If this positive spirit obtains, the Committee is satisfied that the institutions and systems are capable of making competent decisions:

   a. About the *kinds* of academic change about which information should be disseminated to foster coordination;

   b. About the *types* of academic change which lend themselves to being considered properly as new programs, or as changes which nevertheless should be submitted to broaden the information-base supporting coordination;

   c. About the proper *category* (information only, preliminary proposal, formal proposal) in which relevant academic changes should originally be submitted for coordination review;

   d. About the *time* at which any kind of change in any of the categories is properly submitted consistent with fostering coordination;

   e. About new program *exceptions* to the normal sequence of preliminary then formal submissions because the character or special circumstances of the programs indicate that the preliminary proposal would serve no useful coordination purpose;

   f. And about the *scope of data* that would best support coordination in cases of "information only" and preliminary submissions.

4. The institutions and systems are advised:

   a. That the Committee and the Commission retain the option of reviewing the accuracy of specific decisions of the kinds mentioned and, when a substantive doubt arises, of initiating further investigation to resolve the doubt, or

b. In the case of a formal proposal made as an original submission, of re-designing it as a preliminary proposal and of so informing the institution when, in the judgment of the Committee or Commission, the preliminary proposal would have been the proper original submission;

c. That in cases of re-designation, delays will be unavoidable;

d. And that the formal Committee action pertaining to preliminary proposals is confined to receiving information for dissemination and to discussing their content in view of arriving at helpful comments, when relevant, to assist the submitting institutions in further planning for the formal proposal. (CAC Minutes, 12/21/70, pp. 4-5)

e. Comments of the type appropriate to preliminary proposals may be made orally, as suggested during the meeting of March 1, 1971. (Precedent since CAC cover memo, 4/5/71).

Formal Proposals:

Formal program proposals stand as evidence of statewide coordination and communication with attention to: Institutional mission, justifiable duplication, relative cost-benefit and mission of the state in fulfilling the needs of citizens and the state on the basis of justified need and priorities.

All formal proposals will include implementation dates (first student in the program). (Precedent since 4/70)

All formal programs will include evidence of coordination communication between potentially affected programs, systems and instructional sites. (Precedent from 5/3/71)

The CAC motion for the private colleges will be scrutinized on the same basis as public institutions (since CAC Minutes, 2/23/72 cover memo to the Commission).

Formal Proposal development might be improved related to coordination:

1. Program planners building on experiences in other systems.

2. When surveys are used information should be given as to the area of the survey, the ratio responding number of employees in addition to that being hired.

3. The availability and accessibility of federal vocational dollars for occupational programs in colleges.

4. How to define statewide programs, e.g., in terms of where graduates can go for jobs. (CAC Minutes, 7/10/72, p. 4)

The Commission will continue to expect firm evidence that each institution, in proposing a new program, has taken initiative early in the planning schedule to involve other institutions which may be affected by its proposal. (Commission, 4/28/72)

Post-Baccalaureate Professional Development programs involving consideration of resources will be considered as formal proposals. (CAC Minutes, 5/15/72, p. 3)

There "appeared to be a consensus that there should be some way to standardize the data format for programs." (CAC Minutes, 11/20/72, p. 5)

Programs identified as "statewide" come from two ends of a continuum of program uniqueness. Some programs e.g., meat cutting, are obviously statewide, but some programs of a general nature also recruit and place statewide. Future proposals will take into account the identification of recruitment and placement areas. (CAC Minutes, 10/16/72, p. 2)

Two factors were expressed as being involved in measuring design capacity of a program:

1. Number of student stations, and

2. Number graduated. (CAC Minutes, 11/6/72, p. 3)

An estimate of FTE for AVTI programs will be one per full-time student and ½ for every other student in the program. (CAC Minutes, 12/18/72, p. 3)

All disadvantaged and handicapped students are included in either the adult or post-secondary figures in formal proposals regarding AVTIs. (CAC Minutes, 1/8/73, p. 2)

All AVTI programs would be marked, as of now, "that approval of programs does not necessarily mean that it will be budgeted". (CAC Minutes, 1/22/73, p. 2 and 4/16/73, p. 2)

Each question or piece of data should be examined as it relates to questions of coordination and that system addendums not related to coordination be removed prior to CAC discussion. (CAC Minutes, 8/5/74, p. 3)

A Commission directive to the Staff requested additional cost data related to programs. (CAC Minutes, 12/2/74, p. 5)

The cost factor should be considered when new proposals are evaluated. (CAC Minutes, 12/2/74, p. 2)

For Information Only:

For Information Only documents, (FIO's), are for the purpose of furthering coordination and are submitted by institutions, systems and staff. This is with the understanding that the Curriculum Advisory Committee, staff and Commission are empowered to make further investigation when a change appears to warrant submission as a Formal Proposal.

Matters to be submitted "for information" probably should be left to the good offices of the submitting institutions and systems, with trust in their judgment as to what is suitable and would further coordination, and with the understanding that the CAC and Commission are empowered to make further investigation when a change appears to warrant submission as a Formal Proposal. (CAC Minutes, 12/21/70, p. 1)

The judgment of an institution to define "program" could be accepted so long as the CAC and Commission have the opportunity to evaluate the judgments and investigate further. (CAC Minutes, 12/21/70, p. 1.)

New Institutions:

New institution proposals occasion the formal coordination and communication in the statewide mode with regard to the coordination issues and problems attending a proposed new "mix" of educational opportunities and access within the state or a region. Not only do they represent a coordination mechanism, but also a protection to the new institution in assuming that the time and funds used in planning will conclude in viable and feasible programs.

New institution heads are invited to discuss their program plans with the CAC. (CAC Minutes, 10/5/70, p. 6)

All job entry programs are brought back to the CAC for the usual review. (CAC Minutes, 11/1/71, p. 2)

(FIO-28A -- Memo from Donald Draine to Messrs. Staloch and Madson, 10/21/70)

Confirmation and Resume: Details of Program Presentation, New Area Vocational-Technical Institutes (Dakota, Ramsey-Washington and Hennepin)

By meeting and telephone, we have confirmed with Mr. Hawk and Dr. Dille the plans for program presentations of the three new AVTIs -- substantially as we discussed them in our meeting yesterday.

For the record, I'll set them down here on a review of the notes I made.

1. The System should invite each superintendent to make a brief presentation at the next regular meeting of the Curriculum Advisory Committee. Of course, brevity and conciseness will be much appreciated.

2. Each presentation should be reflected in a written document with copies for the members of the Committees and for the Secretary. We should be aware that if the Committee receives these documents only during the meet-

ing, it may well postpone serious discussion of programs.

3. After presentations, the agenda will include a period for program discussion. You will have kindly informed the Superintendents that the Committee will pursue such discussion only among its members, and that is expects the AVTI representatives on the Committee to act as resources.

4. The presentations and documents will of course describe background, objectives and philosophy, students served, rationale, and other general topics as we discussed them. But the particular focus should be on these three points:

   a. a general overview of the curricular program,

   b. a description of relative emphasis on the six categories of occupational programs as designated in my memo of 10/20/70, and

   c. within each category, an inventory list of specific programs and courses planned for the inauguration of the institution.

The last item is for coordination purposes insofar as information helps HECC and all Systems to focus and adjust plans.

5. Mr. Hawk pointed out that the Committee may decide to request further information on one or more specific programs or courses, or even formal proposals. Mr. Hawk and Dr. Dille are aware of the general issue involved, namely, how to accommodate program review for new institutions. They seemed comfortable with the approach proposed here so long as it was not that kind of precedent which would preclude improvements suggested by further experience.

6. I mentioned to both of them the same point we had discussed, namely, that as the work of the Committee develops over time, it may wish later to review and evaluate the items on the inventory list in 4c above. But this would not come as special scrutiny of the AVTI. Rather it would become a routine review and evaluation in the regular program review process for all institutions.

(FIO-28B Memo from Donald P. Draine to Messrs. Bergstrom, Bergstrom and Wilkins -- 8/22/71)

Subject:

Confirmation and Resume: Details of Program Presentations, New Junior Colleges at Cambridge and Fairmont. -- at CAC Meeting of 11/1/71

This memo will summarize our exploratory discussions concerning procedures to follow in program reivew presentations for the two new junior colleges, as well as the concurrence of the Executive Director and CAC Chairman in these procedures.

Our discussions referred to my memo of 10/21/70 which outlined procedures for new institution presentations a year ago. The present memo confirms and further specifies the procedures and their underlying principles. Indeed these do not differ substantially from those used in new institution presentations made prior to last year's memo.

For your information, however, it should be noted that the similar presentation contemplated for the new Metropolitan State College Center will generally follow the same procedures with but one variation based on the experimental nature of the institution and on the legislative requirement that HECC make a formal program review report on the institution in the Spring of 1972. That is, the Metro State College review will follow the procedures twice, once tentatively this Fall in view of inaugurating experimental programs to test feasibility and again officially in the Spring in terms of permanent plans based on the pilot experience.

Principles:

1. The Minutes of the Curriculum Advisory Committee of 12/21/71, reviewed by the Commission and the then-existing Committee A, determined that the institutions and systems would be relied on to fix the time, conduct, manner, etc. of making program presentation consistent with good coordination practice, on the provision that the CAC and Commission retain the right to re-designate these matters when necessary in their judgement.

2. It is recognized that up to now in most cases the decisions to establish new institutions have occurred at levels outside and above the program processes engaged in by the Curriculum Advisory Committee and the Academic Planning Staff, but not without reference to the Commission. These processes operate, therefore, with givens and consequently focus on specific programs from the viewpoint of coordination.

3. Nevertheless, because of the complexities and restraints affecting administrators and faculties in inauguration of new institutions, the program review process should be as accommodating as possible for new institutions, particularly in regard to levels of specificity at this initial stage.

4. While the presentations may therefor be general; they should also provide enough specific information to support good coordination practice without necessarily including the usual full documentation on each proposed program.

5. The presentations and documents should describe for the institution its background, objectives, and philosophy, students served, rationale, budget and sources of funds and other relevant general topics. The particular focus should be on:

   a. a general overview of the proposed curricular program;

   b. a description of the relative emphasis on general program categories appropriate to the type of institution; and

   c. an inventory list, within each category, of specific programs and courses planned for the inauguration of the institution.

6. Programs proposed after review of the inventory list are subject to regular review through established procedures with full documentation.

7. This process and sequence for new institutions does not prevent an institution either from providing full documentation on one or more specific programs simultaneously with the general presentation or from later submitting one or more programs from the inventory list to regular review with full documentation. The CAC Commission may require this in specific instances for special reasons.

8. In general, however, it is the institutions responsibility to make this decision, which is consistent with the principle of trust described in #1 above. In the past several institutions have volunteered programs for full review in addition to or in lieu of the general presentation designed to accommodate the administrators and faculties. This was both consistent with good coordination practice and a protection to the institution.

Procedures:

1. The CAC and staff hereby invite the chief officers of the new institutions to make a brief

presentation at the next regular meeting of the Curriculum Advisory Committee. Of course, brevity and conciseness will be much appreciated.

2. Each presentation should be reflected in a written document with 25 copies for the members of the Committee and for the Secretary. We should be aware that if the Committee receives these documents only during the meeting, it may well postpone serious discussion of programs.

3. After the presentations, the agenda will include a period for program discussion. You will kindly have informed Dr. Wilkins that the Committee will pursue such discussion only among its members, and that it expects the Junior College representatives on the Committee to act as resources.

4. The presentation and documents will of course describe background, objectives and philosophy, students served, rationale, and other general topics as we discussed them. But the particular focus should be on these three points:

   a. a general overview of the curricular program;

   b. a description of relative emphasis on the general programs and,

   c. within each category, an inventory list of specific programs and courses planned for the inauguration of the institution.

   The last item is for coordination purposes insofar as information helps HECC and all systems to focus and adjust plans.

5. We understand that Dr. Howard Bowstrom will make a preliminary statement and then introduce the chief officers of the new institutions, who will make whatever comment they feel necessary to supplement the documents.

6. The staff will have provided the routine written draft of a staff evaluation based on the documents.

7. We have the full documents on two programs prepared for the new institutions. They have been assigned preliminary numbers and will proceed through the normal channels.

DPD:nc

(FIO-28C Memo from Donald P. Draine to Messrs. Hays and Sweet 10/22/71)

Subject:

Confirmation and Resume: Details of Program Presentation for new institution: Metropolitan State College Center

The enclosed memo referring to new institution presentations by junior colleges will apprise you of the principles and procedures established for such presentations.

That memo also refers to our agreement to have the Metropolitan State College presentations adapt to the same procedures, even while the procedures accommodate the special circumstances of Metropolitan State College Center. I have in mind particularly the fact that the institution is at the same time new and experimental in nature, as well as the legislative request for a HECC review to be reported in the Spring of 1972.

It seems to us, therefore, particularly appropriate that the institution has chosen not only to follow the procedures, but also to present both an admirable pilot test and a subsequent review presentation based on its pilot experience.

To confirm our conversations, then, let me set down the process in outline form:

I. Pilot Phase

A. Preliminary Proposal

1. Prospectus II document present to Curriculum Advisory Committee for comment.

2. Presentation at CAC Meeting of 11/1/71.

B. Formal Propo[illegible]

1. Prospectus II document with routine written draft of staff evaluation presented to CAC for action recommended to Commission.

2. Presentation at CAC Meeting of 11/15/71 with Dr. Sweet's comments.

3. Presentation during program review agenda items at Commission Meeting of 11/23/71 with Dr. Sweet's comments.

C. Inauguration of pilot programs by institution during January term, 1972.

II. Tested Phase

A. Preliminary Proposal

1. Prospectus III document presented to CAC for comment.

2. Presentation at CAC Meeting during Spring of 1972.

B. Formal Proposal

1. Prospectus III document with draft of staff review presented to CAC for action recommended to the Commission.

2. Presentation to CAC Meeting during Spring of 1972.

C. Legislative Report: Presentation to Commission during Spring of 1972.

The CAC and Staff hereby request you to invite those persons from the institution whom you deem most appropriate to comment and assist the CAC and Commission at the various pilot points mentioned in the outline above. I feel confident, however, in saying that I think the CAC and the Commission surely want to hear from Dr. Sweet, at least at the formal proposal stage.

DPD:nc

Discontinued Programs:

The institutions forward information on discontinued programs to retain accuracy in the inventory of programs and for Commission action at such time as the discontinuance of a program would be judged as not being in the best interest of the state.

Discontinued program information is received as FIO, then listed as "D". (CAC Minutes, 4/1/74, p. 3)

Discontinued programs are submitted (precedent since CAC cover memo 4/5/71, p. 2)

Joint Reports:

Documents containing the coordination efforts on special problems between systems or institutions.

Joint Reports from two systems are used as a vehicle for clarifying relationships. (CAC -- May 1, 1972)

Mechanisms may be needed for consortium proposals. (CAC Minutes, 6/18/73, p. 2)

Emerging Policies and Procedures Related to Program Review

Program review requires constant improvement and further expansion into areas of responsibility imposed by legislative and Commission action, as well as by the very nature of comprehensive academic planning. Even in areas where entry has been made, there remains unfinished business. In addition to the normal program review process, either the CAC or the staff can take action that will

further refine and improve the process. These activities may involve conducting studies, raising policy issues, or requesting broader action than that applying to discrete programs. This section of the report summarizes some of the broader coordination issues involved in the Program Review process.

Coordination Seminar:

The Curriculum Advisory Committee will be involved by providing inputs to the staff in suggesting the kind of policy statements which will be useful to the committee in reviewing programs. The Curriculum Advisory Committee's advice on issues surrounding the seminar will also be important in developing useful and creditable statements of policy. It should be noted that the Curriculum Advisory Committee's minutes reflect the interest and concern of the committee for statements which are useful in regard to mission questions. This seminar's development reflects those concerns.

The staff of the Commission will be the primary organizer and coordinator, working to include the range of key Minnesotans needed for the effective completion of the seminar. Direct contact with institutional representatives will be initiated through both the Curriculum Advisory Committee and system contacts as appropriate. Key Minnesotans in the field outside of educational institutions will be invited to participate by the Commission staff after general consultations with institutions (systems) and the Resource Center. The development of a timetable will be somewhat constrained by a conclusion date of late summer. (FIO-36, 2/29/72, CAC Mailout)

Any recommendations to go to the Higher Education Coordinating Commission in a report, should come to this committee for comment prior to submittal to the Commission. (CAC Minutes, 5/1/72, p. 4)

Management Information:

Each of its members should provide information about their progress in (1) Management Information Systems, (2) costing procedures and (3) progress toward program budgeting. (CAC Minutes, 8/20/70, p. 2)

Developments in Management Information Systems useful to Planning are periodically discussed with the CAC. (Precedent since 3/15/71)

Mission of the Institution:

The Commission should request each system to bring forward statements of system mission to guide in the work of CAC. (CAC Minutes, 8/20/72, p. 1)

When mission statements are indeed developed, the CAC should advise on procedures and criteria for this endeavor, or perhaps should perform its own endeavor in parallel. (CAC Minutes, 12/21/70, p. 2, p. 1)

The CAC endorses the need for careful preparation of mission studies by institutions and systems to assist this committee in evaluating program proposals and believes that the systems as a whole need more time both for internal discussion and discussion with the Advisory Council, and discussion between the Council and Commissioners prior to the adoption of operational procedures by HECC. The CAC reiterated its desire to be of assistance in developing mission statements that will be useful to this Committee. (CAC Minutes, 10/18/71, p. 3)

(Statements by the Executive Director, CAC Minutes, 11/5/71, pp. 1-2)

1. The impetus to engage in a mission study had come from several sources, including the CAC. It is a necessity for systematic planning, as well as for aiding application of the guidelines for program review.

2. Judgements implying perceptions of

missions are constantly being made by various persons and groups such as the CAC and HECC. It is necessary to determine whether these perceptions are appropriate, consistent, and comparable, and to what extent they have affected decisions that have been made.

3. It is understood that mission statements should be dynamic in order to reflect change and progress, and at the same time stable so they can be depended on. The balance may not be easy to achieve.

4. There is never a perfect time for doing a mission study, always there are apparent reasons for delay. It will be advantageous for institutions to participate in order to assure representative input.

5. It is preferable for the CAC not to be concerned about overstepping its mandate. It is clearly a working body that can be relied on to serve the state with the best academic expertise available. It is this expertise that is being requested --

   a. primarily on what should be the character and content of the mission statements,

   b. but not without attention to whatever advice the Committee can give on other issues such as effective procedures.

6. The intention is for the Staff to take this advice and incorporate it into material for the Advisory Council whose advice in turn will go to the Commission.

7. It is not the objective to have mission statements enacted into law. But if an existing law does not accommodate a mission statement, attempts can be made to revise the law.

(Statements by the Chairman, + CAC Minutes, 11/5/71, pp. 2-3)

1. A mission statement can be considered a general philosophical expression of principles and desired thrust for an institution. Or it can be a specific operational statement.

2. It is difficult for an institution or system to develop a fully adequate mission statement without adverting to what other institutions and systems are contemplating for their statements.

3. Correlatively, if discrete statements are elicited from each institution or system, there is question of how they can be collated in a single, effective document, and by whom.

4. Likewise, the information ought to be comparable between institutions and systems.

5. Above all, what information will be helpful for the Committee?

6. There is a question about the amount of time required for an institution to develop a significant mission statement, particularly under constraints imposed by circumstances such as HECC's schedule and the re-assessments currently required in some institutions or systems.

7. Perhaps some limitations are in order, at least for the present and under time constraints, such as concentration on less-than-baccalaureate programs. Most problems have occurred in this area anyway.

8. How will the statements be used? Ideally they are used dynamically to aid long-range planning and to make operational decisions in the short-term. But a tendency exists to over-use them, even to legislate them.

9. Important groups, for instance the legislature, have not yet been sufficiently educated to the concept and requirements of acceptable long-range academic planning.

(Statement of Agreement by the CAC Minutes, 11/5/71, pp. 3-4)

--That a long-range academic planning process needs to be developed, especially to obtain the kind of statements that are needed in the short-range;

--That the process must inherently contain the element of reiterability and that this must be made clear to everyone to avoid any tendency to ossify or legislate unalterable mission statements and to permit institutions to develop mission statements in a graduate emergent fashion;

--That first steps should be taken now and these can be the bases for future development of mission-study effort;

--That the process should occur in a step-wise pattern, starting in an operational approach with what can be done quickly;

--That the beginning should occur with a mission statement developed in and submitted by each institution, and by each distinct campus of multi-campus institutions;

--That both a philosophical and an operational statement are needed, the former to support acceptable long-range planning and the latter as an immediate first step;

--That together these comprise a "contingent statement of the present" -- the philosophical portion being descriptive of what the institution is now trying to accomplish, the operational portion being descriptive of what the institution is now doing, and the portions together being descriptive of an hypothesis and its test;

--That an adequate content for mission statements should address at least these descriptors, adaptable to make information comparable between institutions and systems:

1. Categories of programs
2. Substantive areas of programs
3. Levels of programs with precision and comparability in sub-baccalaureate programs
4. Types of students
5. Constituency
6. Distances and areas served
7. Socio-economic data
8. Research
9. Extension and community service
10. Extent of open admissions
11. Open education opportunities

--That immediate attention might be confined to those parts of a total mission statement which refer to sub-baccalaureate programs in institutions and systems;

--That there should be some indication of the way each institution in a system may have a discretely different mission than the system, of how this affects the institution's programs particularly as they come to this Committee;

--And that there should be some indication of what program characteristics are or are not, in the institution's option, best suited to the stated

mission.

The Committee agreed to Dr. Werntz's conclusion to the discussion: The Staff will arrange to summarize this conversation in the minutes as the Committee's statement of how far we can go today. Mr. Hawk and the Staff will put these points together, and carry them to the appropriate bodies as the Committee's suggestions about (1) ways to get the mission effort started, and (2) ways by which the Committee will be helped.

Institutions established as liberal arts schools should not be expected to remain in only liberal arts programs. (CAC Minutes, 9/24/73, p. 2)

Relationship of the Curriculum Advisory Committee to the Higher Education Coordinating Commission

Information that is provided to the Commission should be provided to the CAC in time to take that information into account during the formulation of the committee's recommendations. (CAC Minutes, 4/2/73, p. 4)

CAC members can attend HECC meetings. (CAC Minutes, 6/4/73, p. 3)

The CAC chairman is to be mailed Commission materials at the same time as Commission members so that someone can appear at the HECC meetings to present viewpoints of the CAC. (CAC Minutes, 6/4/73, p. 4)

The CAC chairman is to be present at HECC meetings to act as a resource person for the Commission. (Commission action)

The Commission "reviews" program proposals, does not approve or disapprove.

General Areas of Responsibility

The CAC has advisory responsibilities in addition to program review. It may identify or study the larger issues they discover either as needed premises to program review work or as implications for policy arising from program review; it may take the lead by aiding the Commission in framing, suggesting, raising, studying or making recommendations about workable procedures, coordination and policy issues in statewide academic planning, and the CAC may stand as a constant in these functions regardless of organizational changes that may occur within the Commission and its working Committees. (CAC Minutes, 12/21/70, p. 2)

CAC comments concerning the substance of the staff paper on the status of program review included the suggestion that the role of the state be made explicit with respect to not being limited to the geographic boundaries of Minnesota. (CAC Minutes, 8/21/71, p. 4)

Topics can be flagged for the Commission as they arise regarding improvement of the Guidelines and policy topics which require Commission deliberation. (Precedent, CAC Minutes, 5/15/72, p. 1)

The Curriculum Advisory Committee decided to have a seminar related to cost-benefit. Committee members will assist the staff in preparing a bibliography and materials on cost-benefit for study by the members. It was agreed that some kind of statement should come out of this for the Commission. The topic, "The Public Intent," will be subsumed in the cost-benefit seminar.

Subcommittees may be established to represent each system to sit with staff for the "purpose of developing a critique and to present the critique to the Commission if need be.", on matters of concern to the CAC. (CAC Minutes, 5/21/73, p. 3)

The Commission requested that a staff member be appointed to the Manpower Services Council and that all post-secondary training and retraining programs designed to be of three months or longer duration proposed to be offered under the auspices of the Comprehensive Employment and Training Act (CETA) of 1973 be reviewed by the CAC and MHECC. (CAC Minutes 3/18/74, p. 6 and HECC Minutes,

5/30/74, p. 7)

Staff should take steps to qualify the Commission to receive CETA funds to develop a labor market information system. (MHECC Minutes, 5/30/74, p. 10)

CAC need not concern itself with credit transfer agreements. New programs or significant changes in existing program should come before the CAC for review, and that institutions should provide other types of information to the CAC on an FIO basis. (CAC Minutes, 11/4/74, p. 2)

9. NURSING EDUCATION

The Commission's Academic Planning section reports the collaborative planning pursued in certain fields, including nursing education. It also reports the planning procedures tested to address existing programs.

The first and most productive test involved statewide nursing education. External funds mainly supported development of procedures for planning. Several policy guidelines emerged and were adopted by the Commission in June, 1973, along with a blueprint for future development (See Planning Report 11, Statewide Planning for Nursing Education in Minnesota). The guidelines already have assisted planning and review of nursing programs by the Commission, the State Board of Nursing, the State Planning Agency, the Department of Health, and the post-secondary institutions.

In August 1974, the Commission reactivated the Advisory Committee on Nursing Education (ACNE) to address this blueprint for further planning. The com-

mittee enjoys an expanded membership to include representation from the developmental and experimental nursing programs currently under discussion.

Nursing Education Committee's Purpose and Objectives

The committee meets regularly and has adopted a statement of purpose and objectives:

Purpose: To develop recommendations and policy guidelines on nursing education for the Minnesota Higher Education Coordinating Commission. These recommendations and guidelines will address the concerns of nurse educators, nurse practitioners, and employers of nurses, since the goal of nursing education is to prepare competent persons for practice in a variety of settings.

Recommendations will be based on the following objectives:

1. To identify those segments of the nursing community in Minnesota whose needs, goals, and objectives are similar or interrelated and initiate a system of communication between them to facilitate cooperation at developmental and operational levels.

2. To determine the appropriate proportion of students to be graduated from the various types of nursing programs annually, with attention to geographic distribution.

3. To delineate the state's need for graduate programs in nursing and outline the process to meet this need.

4. To coordinate efforts to provide opportunities for post-basic specialization and continuing education.

5. To develop and support a statewide plan to increase the availability of career mobility opportunities, with a focus on articulation between educational programs.

6. To explore and develop a coordinated plan for the use of Minnesota clinical facilities by surrounding states through state boards of nursing.

7. To definitively describe the expected competencies mastered by nursing assistants, licensed practical nurses, associate degree/diploma nurses, baccalaureate degree nurses and master's degree nurses in order to establish a common frame of reference for ACNE and for all those concerned with implementing ACNE recommendations.

This statement lays the foundation both for areas of priority and for

specific work projects. With external assistance from the linkage contract with the U. S. Department of Health, Education and Welfare and the staff it provides, the Advisory Committee on Nursing Education is establishing competency descriptors for levels of nursing programs in preparation for a study to determine policy guidelines for program outcomes from several types of nursing education with a target date in the spring of 1975. The work-plan also entails development of local/regional/state linkages for sharing information and planning. Innovative curriculum development involves cooperative efforts to unite planners around responses to pressing needs for career-ladder programs widely available throughout Minnesota.

Finally, the consensus of the committee, based on expert knowledge and national studies, has expressed a need for priority attention to improvement of graduate nursing education. Both in Minnesota and nationally, the traditional focus on undergraduate production of nursing practitioners has sharpened the needs for trai ning of nurse educators, of people to teach in graduate programs in nursing, of nurse administrators, of graduate nursing specialists and of researchers to provide necessary content to the field of nursing.

III. STATE POST-SECONDARY EDUCATION PROGRAMS

Through the past several years the Higher Education Coordinating Commission has been assigned responsibility for a variety of programs aimed at improving cooperation and coordination in post-secondary education, improving the use of the state's public and private post-secondary education resources and increasing the opportunities available to state residents. This section describes the programs, which range from the Minnesota-Wisconsin Reciprocity Program to the MINITEX program, and it presents historical data on each of them.

The first chapter in the section provides data of activity under the Minnesota-Wisconsin Reciprocity Program and includes a draft of the anticipated agreement with North Dakota. In 1973 the Legislature authorized three post-secondary, experimental regional projects (Wadena, Rochester and Iron Range) to increase opportunities for residents of these areas. Chapter 11 outlines the activity since the implementation of the centers. Data on the Private College Contract

Program, established in 1971, is contained in Chapter 12. The next two chapters in the section describe activity under two programs designed to cooperatively use post-secondary education resources more effectively -- MINITEX Program and Inter-Institutional Instructional Television Program. The final chapter includes the 1973 and 1974 reports of the Minnesota Higher Education Facilities Authority.

10. RECIPROCITY

The Higher Education Coordinating Commission has worked to develop reciprocal post-secondary education agreements with neighboring states in order to increase accessibility to post-secondary offerings for residents of the participating states, to enhance opportunities of free choice for residents and to facilitate planning and cooperative efforts in offering high cost and highly specialized programs. The Minnesota-Wisconsin Reciprocal Tuition Program serves as a model for other states to emulate as they attempt to develop interstate or regional cooperative programs. The Commission in the past year has approved the principles for a reciprocal agreement with North Dakota and a final agreement is anticipated soon. It is expected the agreement will be in effect for the 1975-76 academic year.

Minnesota and Wisconsin have had a reciprocity program for waiving out-of-state tuition charges for students from each state since the fall term of 1969.

However, until the fall term of 1973 there was a set quota established each year on the number of students from each state who could participate in the program.

Under the terms of the Fiscal Year 1974 and Fiscal Year 1975 reciprocity agreements (see Appendix A) all residents of both states are eligible for waiver of non-resident tuition increments at any public institution in either state. All programs in public institutions in both states are accessible on a space available basis to any prospective student accepted for admission under normal procedures. The agreement covers part-time as well as full-time students, graduate as well as undergraduate, and professional as well as technical students.

The eligibility determination process and financial accounting of the program are managed by the designated agencies of both states. The basic financial element is an annual accounting of the loss of non-resident tuition income per student per term resulting in an annual balancing of payments between the states.

Table III-1 shows the number of students participating in the program for the first four years of the program.

TABLE III-1

MINNESOTA - WISCONSIN RECIPROCITY PROGRAM
NUMBER OF STUDENTS PARTICIPATING
FY 1970 - FY 1973

	FY 1970	FY 1971	FY 1972	FY 1973
Number of Minnesota Students	300	300	232	607
Number of Wisconsin Students	132	174	232	607

Tables III-2 and III-3 show the Fiscal Year 1974 activity by institution, number of students, and dollar amount of tuition waived. Institutions have not reported data for Fiscal Year 1975, but estimates are for increased numbers of students taking part in the program.

Plans for a reciprocity agreement with North Dakota which will provide complete access for Minnesota residents to North Dakota collegiate institutions have been formulated (See Appendix B for draft of agreement) and final action by both states is anticipated soon.

TABLE III-2

MINNESOTA-WISCONSIN RECIPROCITY AGREEMENT

1973-74 Academic Year

Minnesota Students Enrolled in Wisconsin Institutions

UW	1st Sem. Tuition Waived	No.	2nd Sem. Tuition Waived	No.	Sum. Sch. & 3rd Qtr. Tuition Waived	No.	Total
Madison	$ 131,067.30	190	$ 154,103.30	218	$ 35,718.00	109	$ 320,888.60
Milwaukee	9,121.00	18	11,594.50	21	3,022.00	11	23,737.50
Green Bay	9,007.00	15	10,892.00	25	909.00	3	20,808.00
Parkside	609.75	2	621.00	2	204.00	1	1,434.75
Center System	1,586.00	2	2,452.00	4	0.00	0	4,038.00
Eau Claire	33,038.05	58	39,423.25	67	9,707.00	36	82,168.30
La Crosse	77,055.50	143	74,217.75	134	14,576.00	49	165,849.25
Oshkosh	2,352.00	4	3,136.25	7	153.00	1	5,641.25
Platteville	4,874.00	9	4,127.00	7	612.00	2	9,613.00
*River Falls	220,553.04	582	227,026.08	645	101,418.12	357	774,839.66
				(3rd Qtr.)	225,842.42	630	
Stevens Point	6,435.00	12	4,411.50	8	306.00	1	11,152.50
Stout	244,720.50	418	232,356.00	391	39,892.00	156	516,968.50
Superior	118,762.50	237	137,547.75	265	57,186.00	188	313,496.25
Whitewater	2,929.00	7	3,997.00	7	255.00	1	7,121.00
Total	$ 862,110.64	1697	$ 905,845.38	1801	$ 489,800.54	1545	$2,257,756.56

* River Falls is the only quarter school in the UW-System

TABLE III-3

MINNESOTA-WISCONSIN RECIPROCITY AGREEMENT

1973-74 Academic Year

Wisconsin Students Enrolled in Minnesota Institutions

Institution	Fall Qtr. Tuition Waived	No.	Winter Qtr. Tuition Waived	No.	Spring Qtr. Tuition Waived	No.	Summer Session Tuition Waived	No.	Total
Anoka Ramsey CC	$ 152.00	2	$ 72.00	1	$ 64.00	1	$ 0.00	0	$ 288.00
Austin CC	96.00	1	96.00	1	112.00	1	0.00	0	304.00
Brainard CC	144.00	1	104.00	1	120.00	1	0.00	0	368.00
Hibbing CC	232.00	2	0.00	0	320.00	2	0.00	0	552.00
Inver Hills CC	320.00	4	296.00	4	184.00	3	0.00	0	800.00
Lakewood CC	1,304.00	10	656.00	8	1,241.50	10	0.00	0	3,201.50
Mesabi CC	152.00	1	0.00	0	24.00	1	24.00	1	200.00
Metropolitan CC	112.00	1	120.00	1	0.00	0	0.00	0	232.00
Normandale CC	320.00	2	104.00	1	0.00	0	0.00	0	424.00
North Hennepin CC	784.00	8	664.00	7	424.00	6	184.00	3	2,056.00
Rochester CC	3,728.00	34	3,464.00	34	2,742.00	28	568.00	8	10,502.00
Vermilion CC	256.00	2	152.00	1	152.00	1	0.00	0	560.00
Willmar CC	120.00	1	128.00	1	128.00	1	0.00	0	376.00
Bemidji SC	602.25	4	511.50	3	511.50	3	210.00	3	1,835.25
Mankato SC	6,489.75	48	6,551.00	54	6,217.50	52	1,826.25	26	21,084.50
Minn. Metro. SC	667.00	4	667.00	4	667.00	4	667.00	4	2,668.00
Moorhead SC	272.25	2	305.25	3	338.75	3	0.00	0	916.25
St. Cloud SC	1,470.25	14	643.50	5	528.00	4	165.00	2	2,806.75
Winona SC	18,345.00	170	17,818.75	166	18,351.75	199	16,193.25	263	70,708.75
UM Waseca	265.00	1	265.00	1	0.00	0	0.00	0	530.00
UM Duluth	19,010.55	79	17,342.00	73	14,087.00	51	0.00	0	50,439.55
UM Grand Rapids	0.00	0	50.00	1	0.00	0	0.00	0	50.00
UM Minn.-St.Paul	181,428.25	512	180,254.75	509	174,984.75	493	3,916.50	11	540,584.25
UM Crookston	265.00	1	0.00	0	0.00	0	0.00	0	265.00
Southwest Minn. Inst.	0.00	0	321.75	1	0.00	0	0.00	0	321.75
TOTAL	$ 236,535.30	904	$230,586.50	880	$221,197.75	864	$23,754.00	321	$712,073.55

APPENDIX A

MINNESOTA-WISCONSIN PUBLIC HIGHER EDUCATION RECIPROCITY AGREEMENT 1974-75

GENERAL PROVISIONS

(1) Purpose and Nature of the Agreement. The purposes of this agreement are mutually to continue to improve the post-secondary education advantages of residents of Minnesota and Wisconsin through greater availability and accessibility of post-secondary education opportunities and to achieve improved effectiveness and economy in meeting the post-secondary education needs of Minnesota and Wisconsin residents through cooperative planning and effort by two neighboring states. These purposes will be accomplished through granting students entrance to public post-secondary institutions in the neighboring state according to the same terms, conditions, and fees which govern entrance to those institutions by residents of the state in which the institutions are located. Under this agreement, Minnesota residents are afforded the opportunity to attend public institutions in Wisconsin on the same basis that Wisconsin residents attend these institutions; and Wisconsin residents are offered the opportunity to attend public institutions in Minnesota on the same basis that Minnesota residents attend these institutions.

With the exception of those programs identified within this agreement for which specific quotas are established, the opportunity to enter a public institution in the neighboring state will be dependent upon the availability of space in the particular program which the student seeks to enter. A student whose reciprocity application is approved by the appropriate agency in his state of residence will be accommodated in a public institution in the neighboring state if he meets those admission requirements which are applied to residents of the neighboring state and if space is available in the program which the student seeks to enter.

(2) Duration of the Agreement. This agreement is to be effective at the beginning of the 1974-75 academic year. The agreement will be reviewed annually and may be modified at any time upon mutual agreement of both parties to the agreement representing their respective states.

(3) Scope of the Agreement - Students. All persons who qualify as residents of Minnesota and Wisconsin for purposes of higher education under laws and regulations of the state of residency may be eligible to attend a public vocational school or a public collegiate institution as a student in the neighboring state under this agreement.

(4) Scope of the Agreement - Institutions. All public vocational schools and collegiate institutions of higher education in Minnesota and Wisconsin are included under this agreement and are available to residents of the neighboring state in accordance with terms of this agreement.

COLLEGIATE EDUCATION

(1) Plan for Collegiate Students Under the Agreement. Under this agreement, any and all Minnesota residents are eligible to attend public collegiate institutions in Wisconsin as undergraduate, graduate, and professional students on the same basis for admission and tuition purposes that Wisconsin residents attend the same institutions. Similarly, any and all Wisconsin residents are eligible to attend

public collegiate institutions in Minnesota as undergraduate, graduate, and professional students on the same basis for admission and tuition purposes that Minnesota residents attend these institutions. The Minnesota resident attending a Wisconsin institution is required to meet those admission and performance requirements which are applicable to Wisconsin residents.

Wisconsin residents attending Minnesota institutions are required to meet those admission and performance requirements which are applicable to Minnesota residents. Those charges for tuition and fees which apply to Minnesota residents attending Minnesota institutions will be applied to Wisconsin residents attending Minnesota institutions under the agreement. Those charges for tuition and fees which apply to Wisconsin residents attending Wisconsin institutions will be applied to Minnesota residents who attend Wisconsin institutions under this agreement. The intent of this agreement is that there shall be no restrictions on the number of students from either state who may participate in this agreement.

(2) Administrative Agencies. The following state agencies shll be responsible for administering this agreement in their respective states:

State of Minnesota Higher Education Coordinating Commission

State of Wisconsin Higher Educational Aids Board

The administering agency in the student's state of claimed residence will be responsible for determining his or her eligibility as a resident of that state.

(3) University of Minnesota School of Veterinary Medicine. Notwithstanding the provisions above, the University of Minnesota School of Veterinary Medicine shall accept, each year, not less than 17 or 20 percent of the entering class of Veterinary Medicine, whichever is the greater, and shall not be required to accept more than 24 qualified residents of the State of Wisconsin as entering first year students into the professional veterinary medicine program.

(4) Computation of Interstate Reimbursement for Tuition Loss.

(a) On June 30, each state shall determine the number of undergraduate, graduate, and professional students for whom nonresident tuition has been remitted under this agreement during the academic year including the summer session. Each state shall certify to the other state, in addition to the number of students so determined, the aggregate amount of tuition that would have been paid in that year had this agreement not been in effect, the aggregate amount of tuition actually paid in that year and its "net tuition loss."

(b) "Net tuition loss" means the difference between the aggregate amount of tuition that would have been paid to a state in any school year by residents of the other state had this agreement not been in effect and the aggregate amount of tuition paid to that state in that school year by residents of the other state.

(c) Enrollment determinations used in this computation shall begin with the fall session and include the next following spring and summer sessions.

(d) The state with the greater net tuition loss shall receive from the other state an amount determined by subtracting the net tuition loss of the state making the payment from the net tuition loss of the state receiving the payment.

(e) Any payment made under this agreement shall be a payment by one state to the other state and any allocation of funds to institutions to meet institutional costs associated with the agreement or for any other purpose shall be the responsibility of each respective state.

VOCATIONAL SCHOOL EDUCATION.

(1) Plan for Vocational Students under the Agreement. Students attending a vocational school in the neighboring state will be reimbursed for nonresident tuition by the student's home school district. In accordance with this procedure, a Minnesota resident may attend a public area vocational-technical school in Wisconsin at the same cost for tuition and fees as the cost to a Wisconsin resident, and a Wisconsin resident may attend a public area vocational-technical school in Minnesota at the same cost for tuition and fees as the cost to a Minnesota resident attending the same institution.

(2) Student Applications. In order to attend a public area vocational-technical school in the neighboring state under this agreement, a student must apply to the director of the nearest public area vocational-technical school in the student's state of residence. The director will secure the necessary approval from the State Department of Education in Minnesota and the State Board of Vocational, Technical, and Adult Education in Wisconsin. Approval to be subject to state policies for out-of-district tuition responsibilities.

(3) Magnitude of the Plan. The intent of this agreement is to provide the opportunity for every student who wishes to attend a public area vocational-technical school in the neighboring state under this agreement to do so. Accordingly, the number of eligible students to be accommodated under this agreement will be limited only by (1) the availability of funds for reimbursement of tuition and (2) the capacity of the specific program which the student seeks to enter.

(4) Institutional Quotas. No quotas for students attending public area vocational-technical schools under this agreement will be established. However, the opportunity to enter a public area vocational-technical school in the neighboring state will be dependent on the availability of space in the particular program which the student seeks to enter. A student whose application is approved in his state of residence will be accommodated in a public area vocational-technical school in the neighboring state if he meets those admission requirements which are applied to residents of the neighboring state and if space is available in the program which the student seeks to enter.

Richard C. Hawk
Executive Director
MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

James A. Jung
Executive Secretary
STATE OF WISCONSIN
HIGHER EDUCATIONAL AIDS BOARD

APPENDIX B

MINNESOTA-NORTH DAKOTA PUBLIC HIGHER EDUCATION
RECIPROCITY AGREEMENT 1975-76

PURPOSE AND NATURE OF THE AGREEMENT

The purposes of this agreement are mutually to continue to improve the post-secondary education advantages of residents of Minnesota and North Dakota through greater availability and accessibility of post-secondary education opportunities and to achieve improved effectiveness and economy in meeting the post-secondary education needs of Minnesota and North Dakota residents through cooperative planning and effort by two neighboring states. These purposes will be accomplished through granting students entrance to public post-secondary institutions in the neighboring state according to the same terms, conditions, and fees which govern entrance to those institutions by residents of the state in which the institutions are located. Under this agreement, Minnesota residents are afforded the opportunity to attend public institutions in North Dakota on the same basis that North Dakota residents attend these institutions; and North Dakota residents are offered the opportunity to attend public institutions in Minnesota on the same basis that Minnesota residents attend these institutions.

The opportunity to enter a public institution in the neighboring state will be dependent upon the availability of space in the particular program which the student seeks to enter. A student whose reciprocity application is approved by the appropriate agency in his state of residence will be accommodated in a public institution in the neighboring state if he meets those admission requirements which are applied to residents of the neighboring state and if space is available in the program which the student seeks to enter.

DURATION OF THE AGREEMENT

This agreement is to be effective at the beginning of the 1975-76 academic year. The agreement will be reviewed annually and may be modified at any time upon mutual agreement of both parties to the agreement representing their respective states.

SCOPE OF THE AGREEMENT - STUDENTS

(a) All persons who qualify as residents of Minnesota and North Dakota for purposes of higher education under laws and regulations of the state of residency may be eligible to attend an institution governed and operated by the State Board of Higher Education in North Dakota and the Board of Regents, the State College Board, and the State Board for Community Colleges in Minnesota, except for those persons enrolled in special programs for which either state has contracted for a specific number of spaces in the other state.

(b) Any and all Minnesota residents are eligible to attend the above institutions in North Dakota as undergraduate, graduate, and professional students on the same basis for admission and tuition purposes that North Dakota residents attend the same institutions. Similarly, any and all North Dakota residents are eligible to attend the above institutions in Minnesota as undergraduate, graduate, and

professional students on the same basis for admission and tuition purposes that Minnesota residents attend these institutions.

The Minnesota resident attending a North Dakota institution is required to meet those admission and performance requirements which are applicable to North Dakota residents. North Dakota residents attending Minnesota institutions are required to meet those admission and performance requirements which are applicable to Minnesota residents. Those charges for tuition and fees which apply to Minnesota residents attending Minnesota institutions will be applied to North Dakota residents attending Minnesota institutions under the agreement. Those charges for tuition and fees which apply to North Dakota residents attending North Dakota institutions will be applied to Minnesota residents who attend North Dakota institutions under this agreement. The intent of this agreement is that there shall be no restrictions on the number of students from either state who may participate in this agreement.

SCOPE OF THE AGREEMENT - INSTITUTIONS AND PROGRAMS

All public collegiate institutions and programs of higher education in Minnesota and North Dakota, except for those programs for which either state has contracted for a specified number of spaces in the other state, are included under this agreement and are available to residents of the neighboring state in accordance with terms of this agreement.

ADMINISTRATIVE AGENCIES

(a) The following state agencies shall be responsible for administering this agreement in their respective states:

State of Minnesota Higher Education Coordinating Commission
State of North Dakota Board of Higher Education

(b) The designated representatives of each of the two states responsible for implementation, certification of the students participating under the agreement, determination of cost factors and calculating reimbursement shall be the chief executive officers of the two administering agencies.

COMPUTATION OF INTERSTATE REIMBURSEMENT

(a) Annually, each state shall determine the number of students for whom nonresident tuition has been remitted under this agreement during the academic year including the summer sessions. The designated officer of each state shall certify to the other state the number of students so determined and the total number of credit hours covered by the reciprocity agreement.

(b) Enrollment determinations used in this computation shall begin with the fall session and include the next following winter, spring and summer sessions.

(c) Each state shall calculate and make annual payment to the other state based upon the total number of full-time equivalent students and a tuition differential factor of $622 per full-time equivalent student.

(d) Any payment made under this agreement shall be a payment by one state to the other state and any allocation of funds to institutions to meet institutional costs associated with the agreement or for any other purpose shall be the responsibility of each respective state.

Richard C. Hawk
Executive Director
MINNESOTA HIGHER EDUCAIION
COORDINATING COMMISSION

Kenneth E. Raschke
Commissioner of Higher Education
NORTH DAKOTA STATE BOARD OF
HIGHER EDUCATION

11. EXPERIMENTAL REGIONAL POST-SECONDARY EDUCATION PROJECTS

The 1973 Legislature directed the Commission to develop and administer three experimental regional post-secondary education projects.[1] The mandate to the Commission was to test the feasibility of improving the efficiency of meeting regional educational needs through increased inter-institutional cooperation and coordinated planning. Since July 1, 1973, substantial progress has been made in establishing the experimental projects, but additional time is necessary to determine the real and imputed effects of their activities.

In implementing its responsibility for the projects, the Commission designated the Iron Range, Rochester, and Wadena as target areas for the experimental projects. The selection of sites was based upon the expressed desire of the regions for expanded post-secondary service, an interpretation

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[1] Laws of Minnesota 1973, Chapter 768, Section 14, Subdivision 7.

of legislative intent, and an assessment of the ability of the leadership of the region to respond effectively to an experimental format. The Commission allocated the $175,000 appropriation among the sites ($50,000 to the Iron Range, $75,000 to Rochester, and $50,000 to Wadena) and requested that searches begin for staff and quarters for each project.

To assure a strong coordinated regional influence on the development and operation of each project, the Commission approved the appointment of advisory Task Forces for the projects. The membership of the Task Forces is drawn from community leadership in the region and representatives of participating institutions.[2] Each of the Task Forces has been active in the selection of staff, identifying unmet regional educational needs, determining and monitoring project objectives, identifying policy problems, and generally providing a forum within which improved planning and communication may be fostered.

The service areas for the experimental projects may be seen on the map which follows. The project located on the Iron Range is intended to eventually encompass the Arrowhead Region three, but during this past year has concentrated its efforts on improving service to communities along lines from Grand Rapids to Ely and from Virginia to International Falls. The Rochester project is designed to serve Region ten in southeastern Minnesota with major emphasis on Rochester and nearby communities. The service area for the Wadena project is intended to encompass Region five and portions of both Regions two and four. During the past year emphasis was placed on expanding service to communities located in an approximate radius of 50 miles from Wadena.

The primary objectives of the experimental projects were set forth in the enabling legislation which called for each project to:

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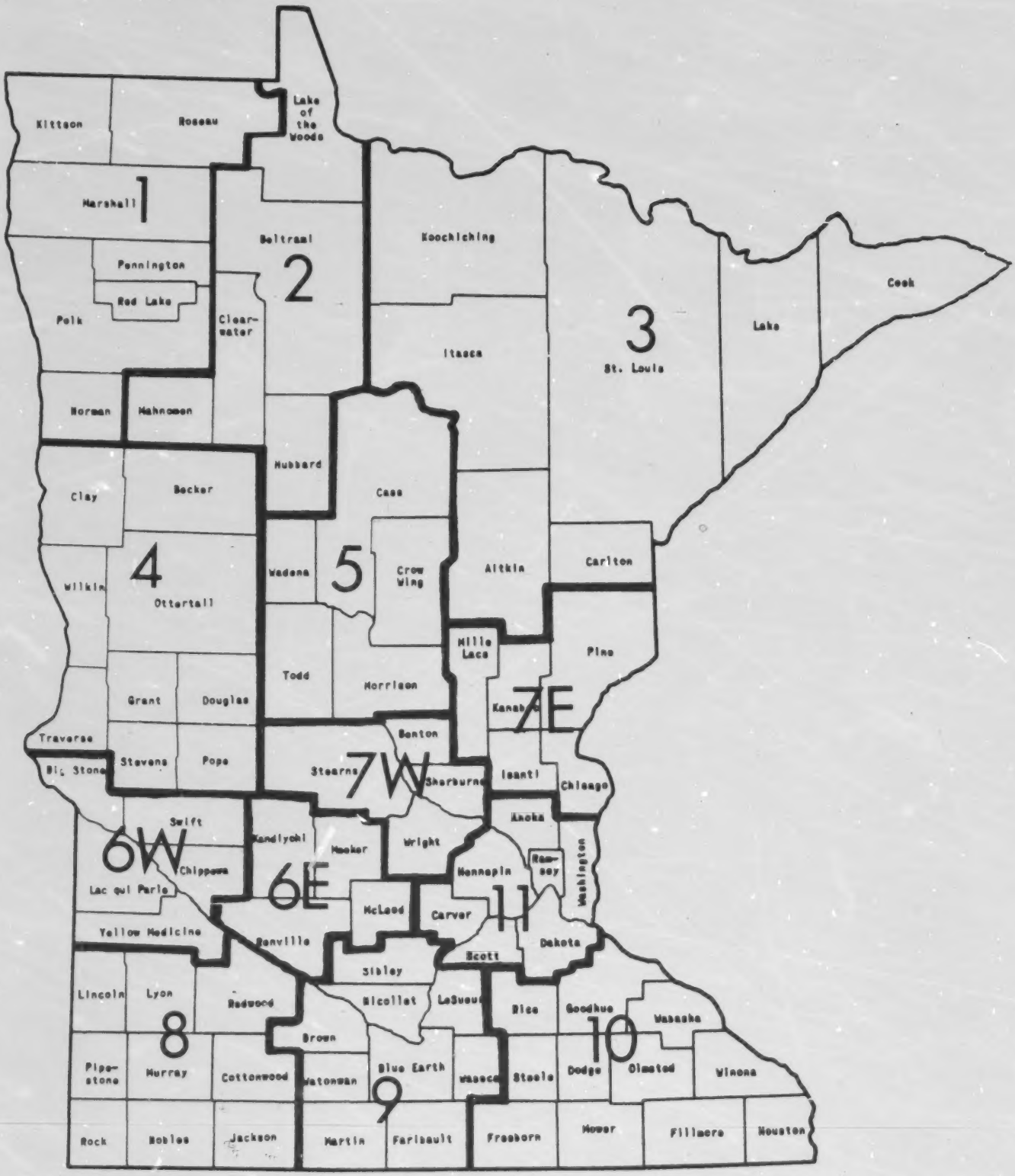
[2]Membership of the Task Forces is listed in Making the Transition, pp. 127-128.

Minnesota Development Regions



State Planning Agency
Office of Local & Urban Affairs
9/30/74

A. Improve accessibility of all levels of post-secondary education to residents of the region;

B. Eliminate any unwarranted duplication of effort in the region;

C. Facilitate effective use of post-secondary facilities and services for meeting regional needs;

D. Provide for more effective liaison between regional planning and coordination of other public services;

E. Test means for accomplishing greater inter-institutional cooperative efforts for meeting local and regional needs of Minnesota residents.

Given the geographic, demographic, and economic differences among the three regions designated for experimental projects, it should be easy to understand that conditions, resources and articulated needs have dictated that each project address the legislative objectives in varying ways. Such differences in approach should continue to be encouraged to assure responsiveness to regional needs, but also to provide a testing ground for a variety of planning and coordinating efforts. Allowing for these differences, the following summary may be made for progress since July 1973 in meeting the primary objectives of the experimental projects.

Improved Accessibility

Beginning with the opening of project offices in each region, an increasing number of individuals and organizational representatives have contacted project staff to inquire about additional opportunities, articulate general and special needs, and suggest ways in which existing services may be improved. When combined with research data, the information gained from personal contact has resulted in a number of additional post-secondary offerings in each region

every term. (See Tables III-4 and III-5.) One direct result is that the baccalaureate degree and some masters' degrees are more accessible to residents of these regions and as cooperative planning improves, the access should increase.

TABLE III-4

SUMMARY OF OPPORTUNITIES IN THREE REGIONAL AREAS IN 1973-1974

Regional Area	Headcount Registrations	Courses Offered	Communities Served
Wadena	352	47	15
Rochester	1,500	200+	1
Iron Range	85	4	4

TABLE III-5

SUMMARY OF OPPORTUNITIES IN THREE REGIONAL AREAS FOR FALL 1974

Regional Area	Headcount Registrations	Courses Offered	Communities Served
Wadena	232	20	6
Rochester	2,732	169	1
Iron Range	387	18	6

Although limited time and resources have inhibited any wide scale development, each of the projects is engaged in planning for experiments with the use of radio, television and other media as a means of delivering educational programming. The experiments will test the use of media as both full and supplementary delivery mechanisms for direct instruction and public service to residents of the regions, particularly those in remote areas. As an example one of the experiments might involve the delivery of a course in small business management to residents in and around Park Rapids. A schedule would be worked out with the faculty involved to travel to Park Rapids four times during the course; all other arrangements and presentations would be available through audio or visual cassette which could be broadcast via local media or accessible in specific locations in Park Rapids. The hypothesis would be that the

residents of the area through this approach could receive needed instruction through a reasonably cost-effective and accessible approach using the best faculty resources available in the region.

Through a grant from the Department of Welfare, the Rochester project has been testing whether the availability of reasonably priced child care facilities is a significant factor in accessibility for parents with pre-school children.

The experience of nearly three terms with the experiment strongly indicates that the physical proximity and the reasonable cost factor are attracting parent-students who are concerned about obtaining professional child care as a condition for their continuing enrollment. The day care center currently located in facilities provided by the Rochester Community College is licensed to accommodate 15 full-time equivalent children. Because of the location children and parents have the opportunity to interact at different times during the day, which according to the center staff is highly desirable for both. The table below identifies headcount registrations with the day care center, an estimate of full-time equivalent children accommodated each term, and the per cent of parents who are enrolled in one of the participating institutions. With the continuing interest among parents it appears likely

TABLE III-6
SUMMARY OF ACTIVITY IN CONNECTION WITH ROCHESTER DAY CARE CENTER

	Spring 1974	Fall 1974	Winter 1975	Estimates Spring 1975
Headcount Registrations	20	30	23	25-30
Full-Time Equivalents*	9	14	11	14
Parent-Students	100%	95%	100%	95%

*Based upon maximum of 15.

that larger quarters will be sought along with an increase in the licensed maximum group size and that the operation of the child care program will be continued under cooperative aegis.

Unwarranted Duplication

The leadership of the projects and institutional representatives have established mechanisms to work collectively in planning offerings by course and community for each term. Combined schedules have been published to acquaint prospective students with the full range of opportunities available to them in their regional area. These activities should insure against any unwarranted duplication of actual offerings within the area coordinated under the aegis of each project.

A more subtle form of duplication has been a result of the varying institutional policies governing transfer of credit. Many complaints have arisen in recent years from students who took courses which they thought should be accepted for transfer, but were not due to existing institutional rules. The mechanisms established by the regional projects for instructional program planning have also functioned to promote inter-institutional agreements pertaining to the transferability of individual courses and segments of programs. Examples include a joint program in business administration involving associate, baccalaureate, and master's degrees through the efforts of three institutions, a joint program in chemistry involving faculty from both a community college and a state college in common community college facilities, and a more comprehensive agreement to accept for full credit by participating institutions any course offered under the aegis of one of the centers. As these agreements proliferate, more and more students will be assured in advance that portions of their formal educational experience taken from more than one institution will be accepted for transfer. This

has the effect of reducing the threat of duplication of effort and expense for students.

The long range objectives in this area are to facilitate program planning for off-campus teaching locations more than two years in advance and thus to provide both institutions and students the opportunity to more effectively plan their activities in these regions.

More Effective Use of Facilities and Services

During the past year efforts have been made at several levels to attempt to improve the effectiveness with which post-secondary resources are being employed within each respective region.

A seemingly simple but useful measure is being used in each project whereby the planning for course offerings in each community is coordinated. The result is that both prospective students and the offering institutions benefit by consolidating faculty travel and use of facilities as well as having a series of courses in a related area or from the same institution available in sequence during the same evening. For instance one region has arranged to have a comprehensive set of offerings related to law enforcement available in one location on the same night, while another has scheduled a mixed set of offerings from the same institution on the same night. To students enrolled in a special program or required to take additional work from one institution, these scheduling approaches assist in economizing in time, travel, and personal sacrifice.

Efforts have also been made to schedule as many activities as possible during the same period. Particularly in the evening hours this makes it possible to economize with lights, heat, and custodial services. During the

acute energy shortages in the winter of 1974, alternate sites for courses were sought which required normal heating (i.e., nursing homes and hospitals) and thus allow public institutional plants to reduce heat through the night.

More complex planning activities have been directed toward improving effectiveness at each of the three projects. In Rochester a survey was conducted among community college students and those taking programs through the University of Minnesota Extension Center to determine interest in a baccalaureate degree or higher degree and what major areas of study were desired. Fully one-fourth of the community college students and nearly half of the part-time extension students indicated a strong interest in obtaining degrees within the Rochester area, and nearly half of the community college students and 85 per cent of the extension students desire additional course work offered in Rochester. These data and those pertaining to preferential areas of study are currently being reviewed by representatives of participating institutions as they plan additional program opportunities for southeastern Minnesota. In Wadena the participating institutions have agreed on a common instrument for student assessments of faculty performance in courses and activities in that area. Information derived from this process is being used by the Task Force and the institutions as one measure of how well existing offerings are meeting the needs and desires of current students. As additional knowledge and data are gained about present and prospective needs for each of the areas, multi-institutional faculty groups are translating these into actual program plans with special attention being directed toward facilitating existing resources to meet the urgent needs of identifiable groups within the region. (e.g., a program in industrial technology primarily for veterans offered under the aegis of the regional project) Other groups which are currently receiving special planning attention are health service personnel,

youth offenders, mid-career women, residents of Indian reservations, and criminal justice personnel.

As this report is being submitted, grant applications have been made to federal, state and private sources to supplement institutional and state resources to expand and enhance the planning and delivery efforts to improve the use of existing resources in meeting regional needs.

More Effective Liaison with General Regional Planning

In its report to the 1973 Legislature, Meeting the Challenge, the Commission drew attention to the need to take into account current and developing regional planning efforts in its overall statewide planning and coordination activities. The legislative mandate for the experimental projects is coincident with the Commission's concern in this area, and continuing emphasis is being placed on enhancing this planning dimension. The ultimate objective is to facilitate realistic roles for post-secondary education in both planning and service within each region of the state and to improve the level of information available for statewide planning and coordination.

As a result, ongoing relationships have been established with regional planning commissions, mental health boards, health planning and education agencies, federal and state service programs at the local and regional level, professional associations, agricultural extension offices, correctional facilities, business and labor organizations, and public school districts. Each of these contacts will not bear fruit immediately and not all will be mutually supportive; however over time the contacts should improve mutual understanding, should promote better regional use of existing post-secondary resources, should insure that education will be an important element of regional planning and that regional differences will be reasonably accounted in statewide policy.

Enhance Cooperative Activities

In requesting that the experimental projects test the means for accomplishing greater institutional cooperative efforts, the Legislature recognized both the existence of a number of cooperative efforts in many parts of the state as well as the largely untapped potential of substantive inter-institutional intercourse. While the legislative mandate did not prescribe an elaborate structural plan for the projects, it did build in a number of incentives for institutions to participate.

As a result, the form of each project has emerged differentially in response to unique regional factors and most institutions within each respective region are participating to at least a minimal degree. Furthermore, even though each project task force has spent some time on questions of form and structure, the predominant time and effort has been on enhancing service as well as planning to the advantage of both consumers and participating institutions.

As a focus and catalyst for improved design and delivery of post-secondary education, the projects offer a reasonable testing ground for measuring the changes in institutional behavior both in planning and delivery when stimulated by improved identification of local needs and by improved external incentives. As a forum for developing a regional perspective, the combination of local and institutional leadership has been effective in identifying areas of mutual interdependence and the need to work together at the local level. As a mechanism for fostering the improved communication and confidence to break down unwarranted barriers to transferability of credits among participating institutions, the projects are developing encouraging trends. For instance, a number of prior agreements on segments of organized programs have been devised, and there are a number of instances in which combined work in

vocational-technical areas have been found applicable for general credit. It must be emphasized that while these trends are very hopeful, additional work needs to be completed in this area before direct conclusions are drawn.

The three projects are indeed testing several means for improving inter-institutional cooperation and while conclusions are not yet warranted in the tests, much of the evidence to date is encouraging.

Summary

Although the regional projects have been functioning for only a few months, a number of generalizations can be supported from this limited experience. In each of the three regions there is ample evidence to indicate that the community response to the existence of the centers and their objectives has been favorable. Individuals in substantial numbers are calling or visiting the offices for information or advice. Groups of citizens, business and union representatives, and educational personnel are identifying needs which they wish to be met.

The participating post-secondary institutions have been generally responsive, particularly when it has been possible to stimulate their self-interest or identify common objectives. Among the three regional projects there are nearly 40 institutions which are actively participating. In the two regions where activities began in the fall of 1973, five institutions have excelled in their leadership and willingness to take common risks: Winona State College, College of St. Teresa, Bemidji State College, Fergus Falls Community College, and Wadena AVTI.

The advisory task forces have performed extremely well as bridges, catalysts, and interpreters for institutions and communities. The combination of institutional and community leadership at this level appears effective and the dialogues which are continuing are substantive and genuine.

Student response has been varied but generally positive. As might be anticipated in attempting to sort through the varied procedures of a multi-

institutional effort, some students continue to encounter procedural difficulties, but there is a framework within which to resolve these problems and progress is being made continually. Examples include questions pertaining to eligibility for veterans benefits and financial aid programs, prior agreement on transfer of credit, scheduling conflicts and course sequence needs. The same generalizations pertain to coordinated program planning and there are an increasing number of examples of more than two institutions cooperatively determining the nature, content, and style of delivery of services within a specific community. As had been hoped, course offerings appear to show a greater tendency of meeting enrollment expectations when both the community and institutions are involved in planning for specific needs.

The regional coordinators have been effective in building new relationships, in developing working agreements, in stimulating community action and dialogue, and generally in spurring institutions into different and accelerated activity. They have found a number of institutional leaders willing to take risks when the coordinators could make a persistent case or document unmet needs. However, it must be emphasized that risk capital is apparently low in each of the three regions, thereby limiting the nature and type of risks which may be undertaken.

In summary, the experience of the past few months in the three regional projects has demonstrated that inter-institutional planning and cooperation is a delicate, insecure, and variable process. To succeed, this process requires both encouragement and in some cases painful stimulation. The record of the past year and one-half should stand on its own. Continuation and expansion of the prevailing tempo in all three regions will bear increased contributions for the citizens of these regions in the immediate future.

12. PRIVATE COLLEGE CONTRACT PROGRAM

The Private College Contract Program as established by the 1971 Legislature (Minnesota Statutes 1971, Sections 136A .18-.22) is designed to facilitate utilization of private colleges in addressing the needs for post-secondary education in Minnesota, to provide a broad base of opportunities for residents to attend the institution of their choice, and to assist in retaining the vitality of the private collegiate sector in Minnesota post-secondary education. As now constituted, the program provides for maximum payments of $400 to two-year institutions and $500 to four-year institutions for increases in the number of residents enrolled over the number of resident enrollments in the fall of 1970 and an equal payment for each grant-in-aid recipient attending a private college under the program.

Since the initiation of the program, approximately 20 institutions have participated each year, and the data indicate that their service to the state and their students has been substantial. Table III-7 below summarizes the

increases in new resident enrollees reported by participating institutions over base year enrollments in 1970.

In reading the table it is desirable to bear in mind that the effects of this type of formula are cumulative. The data show that increases in this index have been primarily centered in the private four-year institutions.

TABLE III-7

NEW RESIDENT ENROLLMENTS IN PRIVATE COLLEGES AND UNIVERSITIES
(1970 BASE)

New Resident Enrollments	1971	1972	1973	1974
Two-Year Institutions	140	258	215	212
Four-Year Institutions	710	1,511	2,452	3,124*
TOTAL	850	1,769	2,667	3,336

*Does not include Antioch Minneapolis Communiversity and Midwestern School of Law.

While the statewide program of grants-in-aid increased from awards valued at $873,000 in 1971 to $4,934,000 in 1974, the private colleges increased both the number of enrolled recipients and the per cent of the total recipients of grants-in-aid. Table III-8 shows these trends from 1971 to 1974.

TABLE III-8

GRANT-IN-AID RECIPIENTS IN PRIVATE COLLEGES
AND AS PER CENT OF TOTAL AWARDS

Grant-in-Aid Recipients	1971	% of Total	1972	% of Total	1973	% of Total	1974	% of Total
Two-Year Institutions	12	1.1	34	1.6	97	2.1	143	2.3
Four-Year Institutions	216	15.9	669	23.1	1,026	23.8	1,945	28.5
TOTAL	228	17.0	703	24.7	1,113	25.9	2,088	30.8

During the first biennium (71-72) payments under the contracts were made at the maximum rates allowable under the act. Due to a limited appropriation this biennium (73-74), payments to institutions for services rendered have been

substantially below authorized maximums. To preserve equity and the intent of the statute, the same relationship between the maximum rates of payment was preserved in the reduction formula resulting in rates displayed in Table III-9.

TABLE III-9

PRIVATE COLLEGE CONTRACT RATES

	1971		1972		1973		1974	
	NRE*	GIA**	NRE	GIA	NRE	GIA	NRE	GIA
Two-Year Institutions	$400	$400	$400	$400	$317.50	$317.50	$220.62	$220.62
Four-Year Institutions	$500	$500	$500	$500	$396.87	$396.87	$275.77	$275.77

*New resident enrollments
**Grant-in-aid recipients

Institutions listed in Table III-10, except Lea College, constitute those declared eligible for participation in the program in the fall of 1974. The table includes a summary of payments made to institutions under the program since 1971.

During this biennium the staff has worked with the Private College Council in assessing the current effects of the program. The primary conclusion drawn from this analysis is that changing enrollment patterns indicate that the best interests of private college students and the state would be served by shifting the emphasis from accommodating larger numbers of Minnesota residents. Among the wide range of alternatives considered, both the Commission and the Private College Council agreed that the program should more appropriately provide incentives to private colleges and universities to continue current levels of service to Minnesota residents and to continue to serve students from low income families. Recommendations for these changes are contained in Making the Transition, Chapter 13.

TABLE III-10

SUMMARY OF PAYMENTS UNDER THE PRIVATE COLLEGE CONTRACT PROGRAM

Participating Institutions	1971 New Resident Enrollment	1971 Grant-in-Aid	1972 New Resident Enrollment	1972 Grant-in-Aid	1973 New Resident Enrollment	1973 Grant-in-Aid	1974 New Resident Enrollment	1974 Grant-in-Aid
Antioch Minneapolis Communiversity*								
Augsburg College	$ 0	$ 8,500	$ 13,000	$ 36,000	$ 35,718.50	$ 39,687.00	$ 29,507.39	$ 52,120.53
Bethany Lutheran College	0	0	0	0	0.00	2,222.50	0.00	3,750.54
Bethel College	0	4,000	7,000	9,000	46,830.66	10,715.49	64,254.41	19,028.13
Carleton College	9,500	0	12,000	2,000**	38,099.52	3,174.96	33,368.17	3,585.01
Concordia College, Moorhead	37,500	15,000	62,000	43,000	69,849.12	57,546.15	33,092.40	62,599.79
Concordia College, St. Paul	4,000	4,500	4,000	9,000	6,349.92	7,937.40	6,342.71	12,133.88
Golden Valley Lutheran College	35,200	2,800	58,000	5,200	41,592.50	13,335.00	29,783.70	19,193.94
Gustavus Adolphus College	31,000	5,500	45,000	27,000	68,261.64	36,512.04	55,705.54	48,259.75
Hamline University	18,500	5,000	38,000	10,500	23,812.20	22,224.72	5,239.63	26,749.69
Lea College***	0	0	0	0				
Macalester College	0	6,000	0	9,000	0.00	9,921.75	0.00	12,133.88
Midwestern School of Law*								
Minneapolis College of Art and Design	3,500	2,000	0	2,500	396.87	4,762.44	4,136.55	9,100.41
College of St. Benedict	82,500	16,000	162,000	47,000	208,753.62	57,943.02	169,874.32	65,909.03
College of St. Catherine	22,000	3,500	89,500	17,500	97,233.15	15,874.80	104,516.83	32,265.09
St. John's University	7,000	16,000	37,500	41,000	54,371.19	46,433.79	68,390.96	56,257.08
St. Mary's College	0	500	10,500	9,500	5,159.31	9,921.75	7,170.02	14,340.04
St. Mary's Junior College	20,800	2,000	45,200	8,400	26,670.00	12,065.00	16,987.74	8,604.18
St. Olaf College	12,500	500	47,500	14,000	44,846.31	19,843.50	54,602.46	30,886.24
College of St. Scholastica	46,000	8,000	122,000	23,000	109,932.99	24,605.94	94,589.11	34,471.25
College of St. Teresa	0	4,500	0	14,000	6,349.92	15,477.93	4,412.32	21,234.29
College of St. Thomas	51,000	8,500	34,500	20,500	36,115.17	24,605.94	17,097.74	35,298.56
William Mitchell College of Law	30,000	0	71,000	0	121,045.35	0.00	109,204.92	0.00
TOTAL	$411,000	$112,800	$858,700	$348,100	$1,041,387.74	$434,811.12	$908,276.92	$567,921.31

*Approved as eligible for program fall 1974.
**Reduce by $500 for previous year's adjustment.
***Closed 1972.

13. MINITEX PROGRAM

This has probably been the most challenging year for the Minnesota Inter-Library Telecommunication Exchange (MINITEX). The concept of shared resources has been accepted, several new ideas have been tested, and there is the beginning of a focus for future direction.

Document Delivery

For most of the 90 participants, MINITEX has become a regular part of their daily existence. During the year 100,111 requests were processed. Of these requests it was possible to fill 87.6 per cent. This compares with 85.5 per cent in 1972-73. Nineteen per cent were for loans and 81 per cent for photocopies. In 1972-73 the proportion was 17 per cent loan and 83 per cent photocopies.

TABLE VII-11

1973-74 MINITEX REQUESTS BY CATEGORY

16	Private Colleges	29.0%
6	University Campuses	26.0%
6	State Colleges	20.5%
	Public Libraries	9.3%
18	Community Colleges	9.1%
	WILS	2.2%
	NDSU	1.7%
	Government Agencies	1.1%
	Hospitals	1.0%
	Other	.1%
		100.0%

New participants include Mayo Clinic, Legislative Reference Library, six theological seminaries (Bethel, Luther, Northwestern Lutheran, St. Paul, St. John's, United), five vocational-technical institutes (Anoka Technical Education Center, Dakota County Area Vocational-Technical Institute, Hennepin Technical Center, Hennepin Technical Center-North, 916 Area Vocational-Technical Institute), three regional post-secondary centers (Mesabi Regional Post-Secondary Education Center, Rochester Regional Post-Secondary Education Center, Wadena Regional Post-Secondary Education Center), and the University within walls at Sandstone Federal Prison. Twin Cities hospitals have access through the Minnesota Health Sciences Library Network at the Bio-Medical Library. For the first time the Twin Cities campuses of the University made significant use of MINITEX; they requested 1,692 items, and 497 of these requests were made in May and June.

Perhaps the most significant development of the year has been the expanded use of additional resources. This has resulted in a higher percentage of filled requests, although in some cases delayed service, and a decreased reliance on the University collections. The configuration of Minnesota libraries is such that the University will probably continue to be the major resource, but moving from 100 per cent reliance on the University during the pilot project to filling approximately 20 per cent in other locations is certainly noteworthy. It has

been rewarding to note how pleased and responsive libraries have been when requested to share their resources through MINITEX.

TABLE III-12

RESOURCES UTILIZED BY MINITEX JANUARY 1, 1974 - JUNE 30, 1974

University, Twin Cities Libraries	81.1%
CLIC	5.9%
WILS	3.4%
Minneapolis Public	2.5%
Various Collections in and near University (ACK)	2.2%
Other Academic Libraries (Minnesota)	1.9%
Mayo, Twin Cities Hospitals, NLM	.9%
Minnesota Historical Society	.4%
CRL	.4%
St. Paul Public	.3%
State Agencies	.2%
Other	.8%
	100.0%

During the year University of Minnesota, Crookston provided 42 times, University of Minnesota, Duluth provided 186, University of Minnesota, Morris 26, and University of Minnesota, Waseca 14.

This indicates that currently about 83.8 per cent of the requests can be filled in the state; access to Wisconsin Inter-Library Service (WILS) and Center for Research Libraries (CRL) and the National Medical Network adds approximately 4 per cent.

New resources that have become available during the year include Mayo Clinic, Twin Cities hospitals, the Midwest Regional Library Network through the Minnesota Health Sciences Library Network at the Bio-Medical Library, seminary libraries, WILS, and state agency libraries.

In addition, access is now available to many collections in or near the University which are not included in the University library card catalog. The Alternate Card Katalog (ACK) contains approximately 3,300 entries and includes most of the periodicals held in the following collections:

Agricultural Economics
Agronomy
Botany
Drug Information Service Center (DISC) (includes books)
Economic Research
North Central Forest Experiment Station
Horticulture
Immigrant Archives
Industrial Relations
International Studies
Journalism
Minnesota Women's Center (includes books)
Public Administration
Philosophy
Special Education
Soils
Social Welfare History Archives (Feminist Collection)

This represents a valuable resource. Two additional copies of this catalog were made and given to Periodicals and Reference at the University.

This is only part of the sharing that Minnesota libraries are engaged in. No attempt was made to collect all the data, and therefore it is far from complete, but during 1973-74 three Minnesota consortia and the Office of Public Libraries and Inter-Library Cooperation (OPLIC) share 46,851 items.

CLIC	21,171
OPLIC	14,709
Tri-College	5,799
MELSA	5,172
	46,851

MINITEX-supported local couriers deliver materials between libraries, including MINITEX materials. There are now regular couriers in Mankato, Moorhead, Northfield, Rochester, St. Cloud and Winona. The TWX communication network is vital to the OPLIC, Tri-College and Metropolitan Library Service Agency (MELSA) operations, and it is utilized to varying degrees in the other library cluster centers. When the first edition of the Minnesota Union List of Serials (MULS) is produced, it will be possible to generate regional union lists of serials.

It is fair to assert that libraries have heartily accepted the concept of shared resources. Many Minnesota librarians have come to believe that lack of use is a more critical problem than abuse, and that by sharing, patrons everywhere enjoy increased service.

It is too early to judge the level and pattern of borrowing in Minnesota. It is certainly true that the bibliographic knowledge of ownership plays a critical role. Every additional library that has been added to MULS has made perceptible borrowing changes. The exchange of microfilm copies of the card catalogs and union lists of serials was essential to the Minnesota-Wisconsin WILS-MINITEX inter-face. A bibliographic data base is a necessary element of any sharing system. The logic of MINITEX undertaking MULS is continually affirmed. A viable sharing system and knowledge of ownership are essentials of a collection development program. This suggests consideration be given to the feasibility of beginning a monographic data base.

Minnesota Union List of Serials (MULS)

During the year the holdings of seven private colleges, 15 public libraries, Mayo Clinic and the six seminary libraries have been added. In addition, thousands of updates and corrections have been made to the holdings of the libraries already in the data base. The base now includes the holdings of the University's six campuses, all state and private colleges, 18 regional public libraries, the Minnesota Historical Society and 11 other state agency libraries. This is a monumental task that the staff has performed. The University systems staff is responsible for the programming and MINITEX is grateful for this contribution. The staff can be proud of its endeavors and that MULS will become the basis of the CONSER Program (cooperative conversion of serials, a national serials data base). The CONSER Program will serve as a basis for further national and regional library planning and cooperative development.

During the year two MULS microfiche editions were produced and distributed to 50 locations including 18 at the University. It is planned that quarterly cumulative updates on fiche will be issued.

Collection Development Program

It goes without saying that a workable collection development program is dependent upon a viable sharing system and the bibliographic knowledge of ownership. It is beginning to be possible to become involved in collection development of serials in Minnesota. Four items should be noted.

The serials librarians from the state colleges, three University campuses and the Cooperating Libraries in Consortium (CLIC) coordinator meet in a monthly conference call. Prior to the meeting each participant submits a list of his or her cancellations, withdrawals and new subscriptions to the MINITEX staff which checks each item in the MULS data base. Several items that were scheduled to be cancelled have been reinstated. The purpose of the conference calls is cooperative decision-making which may eliminate unnecessary duplications and gaps. Withdrawn items are frequently offered to a holding institution in order to complete its set.

A surprisingly effective exchange program has developed. Serial librarians submit their want lists to University Library Gifts and Bulk Purchase Division. During the year 7,794 needed issues or volumes were sent through the regular MINITEX delivery system. In addition, literally thousands of duplicates and withdrawn items were sent to the University through the same system. Practically every day items are sent in both directions. It obviously is better to replace a missing issue than to request photocopies of needed articles. It is fun when multiple use can be made of a service. Using the delivery system, especially where there is a courier, is very simple and almost free.

Last year a list of expensive and/or unique holdings was started among the state colleges, Morris, and Duluth. The list has been expanded to include the Twin Cities campuses of the University, CLIC, the private colleges, major public libraries and state agency libraries. A preliminary edition was

distributed, however, the original intention was a clearinghouse file that could be queried by reference and acquisition librarians. Several reference librarians have pointed out its value as a reference tool and therefore it is hoped to make a subject approach and produce and distribute it. It is a large task and almost completed.

Westat, Inc. analyzed some MINITEX data for its study for the National Commission on Libraries and Information Science (NCLIS). As part of our contract with Westat, all unfilled requests for Fiscal Year 1969-70 and calendar year 1973 were analyzed. Each title was checked against the resources currently available (WILS, Mayo, theological seminaries, Twin Cities hospitals and the MULS data base). Five hundred forty-seven titles remained. Four hundred forty-nine of these titles were requested only one time by one library, and only 11 were requested by at least five different libraries. It appears that it would be foolish to try to purchase these little used titles. The staff is currently checking the Associated Colleges of the Midwest (ACM) Periodical Bank and the National Lending Library of Great Britain to see what percentage they could fill and at what cost and speed. Nine repeatedly requested nursing titles were submitted to the Bio-Medical Library and they have ordered several.

The identification of these titles and the analysis of unfilled monographs is most useful in seeking additional resources, purchasing additional copies of heavily used items (many monographs may be owned, but seldom if ever available), or purchasing needed serials currently unowned in the state.

It is also interesting to note that in calendar year 1973, 84 per cent of the requests were for photocopies of journal articles and the fill rate for these requests was 92 per cent. According to the Westat sample, this is some 32 per cent greater than the fill rate for monographs. While close to half

(49 per cent) of the unfilled monograph requests were not owned, in 15 per cent of the cases they were non-circulating and in 34 per cent all copies were in use and the patron could not wait to have it recalled. In other words, in 49 per cent of the unfilled monograph requests the item is owned in Minnesota but unavailable for the patron. These particular titles should be given special consideration for purchase either by local libraries or by a network and tagged for network circulation. It certainly indicates that monitoring unfilled requests is useful and, to quote the Westat study, "will provide necessary refinements for responsive collection development."

In the long run, the most valuable benefit of MINITEX will probably be the part it plays in the decision-making process. The data gathered from usage patterns should be invaluable in assigning staff and in collection development. Gradually the process should be refined so that local libraries can have the collection needed to support their curriculum and be responsive to most of their patron's needs. Peripheral items, which can be obtained when necessary, can then be held in fewer locations. Fewer libraries will be required to store vast quantities of little used materials.

Information and Reference Network

OPLIC funded a $20,000 one year pilot project to test the feasibility of a statewide back-up reference service. The document delivery service is based on the assumption that if a local library is unable to fill a patron's need for a document, there should be some organized and responsive referral procedure to secure it. In like manner, if a patron has an information need that cannot be met because of limited resources in the local library, there should be some responsive method of assisting the local librarian to serve his or her patron. A complete analysis of the project will be made in January 1975. To date 44 libraries have used the service at least twice. One of the benefits of the program is that it gives reference librarians who work in small libraries a

sense of community with other reference librarians. Frequently a suggestion of what sources to use has been helpful; other times it has taken extensive searching in the University collection and quite frequently a long distance telephone call to get the answer.

Continuing Education

Because over three-fourths of Minnesota library resources are located in the Twin Cities metropolitan area, and in order to acquaint librarians with resources available to them, in-service training sessions were tried. Three groups of librarians have spent approximately a week at the MINITEX central office. They have visited Minneapolis and St. Paul Public Libraries, Minnesota Historical Society, Legislative Reference, CLIC Union Catalog and James J. Hill Reference Library, and Hennepin County Library System in addition to the University. They have spent time examining expensive and new reference tools, conducted on-line computer bibliographic searches and used appropriate special collections. Each group has come from a particular geographical area. Too often there is not enough opportunity for librarians to meet with their counterparts locally. These sessions have been very valuable for our staff too. Several very good suggestions have been made, and our entire staff has enjoyed the opportunity to meet their colleagues and exchange ideas with them.

Wisconsin Inter-Library Service

This year's experience with WILS has been most satisfactory. We have found out that if two states or systems have similar resources and are at about the same stage of network development, it is easy to inter-face system-to-system. By exchanging bibliographic tools (microfilm copies of the card catalogs of the major collection and union lists of serials) equal use was made by each state. In this type of arrangement reciprocity works and there is no need for financial arrangements. The other three contiguous states

have more limited library resources and less developed library systems than Minnesota and will require different arrangements.

On-Line Bibliographic Searches

Nine of the TWX machines have been modified to direct dial capability. This makes it possible to use time share and WATS lines, and go directly to a computer. MINITEX conducted a SDC demonstration and a two day training session for interested librarians from the University and state colleges. Librarians have access to bibliographic data bases through their own terminals, through the MINITEX staff which will conduct the search, or they may negotiate a search with a University specialist.

Newsletter

The MINITEX Messenger was launched as a program newsletter in May 1974. The Messenger is designed to communicate planning and service information among participating libraries and agencies, describe the MINITEX program to potential participants, and generally provide relevant information about library planning to interested parties.

National Commission on Libraries and Information Science

In April 1974 MINITEX sponsored a meeting with Roderick Swartz, Deputy Commissioner of the National Commission, to discuss the developing national plan for libraries. Reacting for Minnesota were representatives of academic libraries, Minnesota Advisory Council on Library Service, the MECC Task Force on Library Data Processing and various state officials. The meeting was a vehicle to provide input from Minnesota pertaining to tentative proposals under consideration by the National Commission which is charged by Congress with developing a national plan for library development and with preparations for a White House Conference on Libraries.

14. INTER-INSTITUTIONAL TELEVISION PROGRAM

The 1965 State Legislature, in recognition of the potential educational uses of television, instructed the University of Minnesota to conduct a feasibility study of inter-institutional educational television. This study, which was presented to the 1967 Legislature, recommended the establishment of nine regional instructional television production centers and the development of inter-institutional instructional materials via television. The cost of implementing the recommendations of the feasibility study was estimated to be $2,712,134.

In 1967 the Legislature partially initiated the Inter-Institutional Television Program by funding two regional television production centers to serve inter-institutional needs and seven classroom television production units to provide experience with instructional television within institutions located at state-supported institutions of higher education. The television centers were established at Mankato and Moorhead and were open to all post-

secondary institutions in their respective regions and, with the seven classroom units, have been actively developing the medium of television to improve instruction and extend the boundaries of the classroom.

The 1969 State Legislature appropriated $540,000 to establish a third regional production center, to complete the two regional production centers established by the 1967 Legislature, and to develop inter-institutional instructional television materials designed to improve and enrich instruction. Winona State College joined the Mankato and Moorhead Regional Centers (both monochrome) as the first all color regional center. The continued development of the Inter-Institutional Television Program was facilitated by a $230,000 appropriation from the 1971 Legislature for developing instructional materials.

The 1973 Legislature appropriated $330,000 for the development of instructional materials of the Inter-Institutional Television Program. At the request of the Higher Education Coordinating Commission an additional $45,000 was provided to update the original feasibility study in order to assess and evaluate the program since its inception, to ascertain whether original recommendations needed revision or updating, and to recommend plans on how to facilitate greater and more effective usefulness of instructional television.

Operation of Program

Minnesota's three regional television production centers (at Mankato, Moorhead and Winona) were designed to extend the roles of the traditionally equipped intra-institutional television facility. Their primary purpose is to develop materials and encourage use on an inter-institutional basis. They serve institutions of post-secondary education from both private and public sectors, vocational-technical institutes and trade schools as well

as training programs in public health institutions, neighboring elementary and high schools and civic and professional groups.

The experimental classroom centers at the Bemidji, St. Cloud and Southwest State Colleges and on the Duluth, Morris and Twin City campuses of the University have as a major function determining how television can best be used on an intra-institutional basis. These centers have aided in initiating the production of some inter-institutional work and also serve as a laboratory in which students may become familiar with the use and care of equipment and the production of television lessons. In addition, they provide nearby institutions the opportunity to observe ways in which television can be used for instructional purposes.

Instructional materials development is designed to encourage the sharing of teaching resources by the use of inter-institutional television. Specifically, this is accomplished by increasing the use of existing television materials, by increasing faculty knowledge about television capability, by increasing faculty skill in the use of television for instruction, and by increasing program cooperation among institutions.

In the legislative mandate as recommended by the feasibility study, the Higher Education Coordinating Commission was assigned responsibility for the coordination and management of the Inter-Institutional Television Program. To assist and advise the Commission in the administration and planning of the program, a television advisory committee was established and has been in operation since the inception of the program. Currently, television coordinators from each campus where there is a regional or classroom center serve on the committee with television representatives from community colleges, area vocational-technical institutes, and private colleges. This committee reviews grant applications and makes recommendations to the

Commission in the implementation of the development of instructional projects produced at the regional and classroom centers.

Before projects are accepted as eligible for grants, they need to meet the following criteria: (1) designed to enrich or improve instruction, (2) developed and usable by more than one institution, and (3) have a built-in evaluation mechanism. To aid in making these determinations, the Television Coordinators Advisory Committee (TCAC) reviews the projects and makes recommendations to the Commission for grant determination.

In addition to reviewing grant applications during this biennium, the television coordinators advisory committee assisted the Commission in revising the Inter-Institutional Television (IITV) guidelines and in preparations for the inter-institutional television feasibility study update. Revision of the guidelines, which provide for the policies and procedures under which development grants are made, was done to reflect current needs such as evaluation costs and uses by CATV operations cooperating with various campus television centers.

Feasibility Update Study

The report of the evaluative study requested by the 1973 Legislature was presented to the Commission and the appropriate legislative committees in September 1974.[1]

In a general assessment the study found that since its inception, the inter-institutional television project has achieved a record of both successes and failures. Overall, the results of the program have been modest. The most positive benefits have accrued to intra- rather than to inter-institutional activities. Those programs produced through the project usually have been

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[1]Minnesota Higher Education Coordinating Commission, Update Study Staff, The Minnesota Inter-Institutional Television Project: 1974 Update Study, (1974).

limited in scope and marginal in quality. Multi-campus participation in their development has been minimal, and the rate of multi-campus utilization usually has been low. The study concluded that the major cause for these results could be found in the way the program presently is organized and the manner in which it operates and that a re-organization was essential for future improvement.

The study re-asserted the need for inter-institutional cooperation in developing and in using instructional materials which are produced and used in conjunction with educational technologies. It suggested that duplication in post-secondary education could be lessened through this process, that ineffectiveness of uses could be reduced by pooled resources and greater efficiency could be obtained by a concentration of effort.

In addressing future needs for the use of educational technologies on an inter-institutional basis, the update study recommended a restructured statewide program with greater emphasis on content development with the common objectives of producing better quality instructional materials and improving the use rate of these materials throughout the state. To implement these recommendations the study advocated that the state's investment be reallocated to develop the capacity within the Higher Education Coordinating Commission to coordinate the process, monitor and evaluate the results, facilitate increased usage of materials, and monitor contracts for production of materials and the leasing of externally produced materials.

The findings of the update study and the accompanying recommendations were assessed by advisory committee members, Commission staff, members of the Higher Education Advisory Council, and other interested parties.

From these discussions there appeared to be consensus that the current Inter-Institutional Television Program has not achieved a sufficient level of success to merit its continuation without major structural and organizational

changes. To achieve a higher level of success combined with reasonable cost effectiveness appears to require a stronger role in the development and dissemination at the statewide level. Nevertheless, the recommendations by the staff have not gained sufficient support within the post-secondary education community to allow confidence that an implementation of these recommendations would be productive during the next biennium. To insure that continuing attention and planning will be devoted to the role of television in the instructional process, the Commission adopted the set of policy recommendations contained in Making the Transition, Chapter 15.

After a staff analysis of the findings of the 1974 Update Study, the Commission was advised to curtail additional new projects and to concentrate remaining resources and efforts on completing projects underway and on improving reports and records pertaining to all projects funded by the program. The Commission adopted these guidelines in November 1974 and as a result it is anticipated that approximately $50,000 of the 1973-75 appropriation will not be expended.

TABLE III-13

LIST OF TELEVISION INSTRUCTIONAL MATERIALS DEVELOPMENT GRANTS
(From 1973 to Fall 1975)

The following list identifies grants made since the 1973 report. It should be noted that once a grant is made, the production process may require several months to sometimes over a year before a program is complete and ready for classroom utilization:

Project	Grant	Applying Institution
Media Reference Source Guides	$ 1,866.75	Bemidji State College
Personnel Management and Industrial Relations	6,324.69	Mankato State College
Ampex Video Tape Recorder Maintenance	827.50	Moorhead State College
Counselor Education in Action	3,340.00	Moorhead State College
Introduction to Fencing	1,238.76	University of Minnesota, Duluth
Utilization of Television in Education	2,038.00	University of Minnesota, Duluth
Purdue Wolf Study	2,344.00	University of Minnesota, Duluth
Inter-Institutional Program Library Maintenance	3,000.00	University of Minnesota, Duluth
Completion of UMM-4 - Small Group Teaching and Learning Models	3,780.00	University of Minnesota, Morris
Tapes of Classroom Demonstrations for Creative Drama Courses	11,103.83	University of Minnesota, Morris
Individual Instruction/Counseling Models	12,040.00	University of Minnesota, Morris
Inter-Institutional Program Library Maintenance	3,000.00	University of Minnesota, Morris
Inter-Institutional Program Library Maintenance	3,000.00	University of Minnesota, Mpls./St. Paul
Subjects of Concern to the Student Consumer	5,348.55	Bemidji State College
Inter-Institutional Program Library Maintenance	3,000.00	Bemidji State College

TABLE III-13 CONTINUED

Project	Grant	Applying Institution
Personnel Management and Industrial Relations (Supplement)	$ 1,506.50	Mankato State College
Summer Production Personnel Support	850.00	Mankato State College
Inter-Institutional Program Library Maintenance	3,000.00	Mankato State College
Television Project Evaluator	4,500.00	Mankato State College
Inter-Institutional Program Library Maintenance	3,000.00	Moorhead State College
Supplemental Grant for Solid State Electronics and Monastic Manuscript Art	8,991.00	St. Cloud State College
Summer Production Personnel Support	759.50	St. Cloud State College
Inter-Institutional Program Library Maintenance	3,000.00	St. Cloud State College
Inter-Institutional Program Library Maintenance	3,000.00	Southwest Minnesota State College
Bench Man	1,995.00	Winona State College
Inter-Institutional Program Library Maintenance	3,000.00	Winona State College
Continuation of Development of Inter-Institutional Television Projects	1,700.00	Bemidji State College
Continuation of Development in Selected Inter-Institutional Television Projects	2,000.00	Mankato State College
Television Project Evaluator	4,500.00	Mankato State College
Resident Consultant	15,000.00	Mankato State College
Regional Television Production Center Consultant Services	15,000.00	Moorhead State College
Chemistry in Living	6,185.00	Moorhead State College
Overviewing Ten Individual Public School Districts Which Function as Cooperative Schools in the Placement of Student Teachers from St. Cloud State College	2,915.00	St. Cloud State College
The Writer as Social Critic	4,252.91	St. Cloud State College
Instructional Materials on Reading Instruction	1,995.00	St. Cloud State College

TABLE III-13 CONTINUED

Project	Grant	Applying Institution
Maintenance of Video Tape Recorders	$ 527.50	Southwest Minnesota State College
Maintenance of Video Tape Recorders	873.00	Southwest Minnesota State College
Summer Production Personnel Support	1,000.00	Winona State College
Regional Television Production Center Consultant Services	15,000.00	Winona State College
Cataloging of the Minnesota Inter-Institutional Television Program Directory	1,300.00	Mankato State College
Inter-Personal Conflict Desensitization Training	1,750.00	Mankato State College
Inter-Personal Communications	1,832.25	Mankato State College
Humans, Insects, Fishes, Birds, Reptiles and Aquatic Plants -- Can They Survive Together?	10,000.00	St. Cloud State College
Supplemental Funding for Camera Techniques: Part I and II (HECC Project No. 02-206-63)	500.00	Winona State College
Group Home Guidance and Therapy for Juvenile Delinquents	2,766.20	Winona State College
Life-Long Recreation: Canoeing	3,600.00	Winona State College
So You Want to Ski	2,311.70	Bemidji State College
Cataloging of the Minnesota Inter-Institutional Television Program Directory	687.00	Mankato State College
Retirement Planning for the Upper Plains	3,002.00	Moorhead State College
Individuals and Their Options	7,154.00	Moorhead State College
Special Education Centers	1,502.47	Winona State College
Modern British Fiction	2,302.20	Winona State College
The Civil War and Reconstruction	4,886.90	Winona State College
Managing Instruction in Open Schools	8 949.65	University of Minnesota, Morris
Ethnomusicology Videotapes	8,993.80	University of Minnesota, Mpls./St. Paul
Human Relations Knowledge Component	4,006.85	Bemidji State College

TABLE III-13 CONTINUED

Project	Grant	Applying Institution
An Individualized Contract Approach of Teaching Physical Education	$ 4,205.38	Bemidji State College
Movement Experiences for the Mentally Retarded	5,943.82	Mankato State College
Contemporary Issues in Sociology and Anthropology: Social Change and the Native American	8,125.08	Mankato State College
The Theory of Comedy	5,202.60	Winona State College
Adolescent Development	5,418.82	Winona State College
Managing Instruction in Open Schools	2,046.35	University of Minnesota, Morris
Regional Television Production Center Consultant	15,000.00	Mankato State College
Introduction to Concepts and Procedures of Information Retrieval	2,155.00	Mankato State College
Regional Television Production Center Consultant Services	15,000.00	Moorhead State College
Supplemental Grant for Project Numbers: 04-204-009, 04-204-010, 04-204-013, 04-204-022	7,780.00	St. Cloud State College
Regional Television Production Center Consultant Services	15,000.00	Winona State College

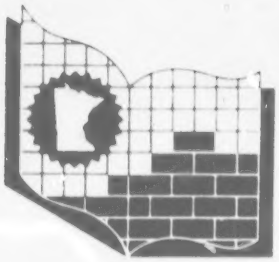
15. MINNESOTA HIGHER EDUCATION

FACILITIES AUTHORITY

ANNUAL REPORTS -

FISCAL YEAR 1973 AND FISCAL YEAR 1974

Suite 278, Metro Square, 7th & Robert Streets, Saint Paul, Minnesota 55101



MINNESOTA HIGHER EDUCATION
Facilities Authority

Office of the Executive Director

Mr. Erwin Goldfine, President
Members of the Higher Education Coordinating Commission
Mr. Richard C. Hawk, Executive Director
Minnesota Higher Education Coordinating Commission
Suite 400 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Dear Commissioners and Mr. Hawk:

The Minnesota Higher Education Facilities Authority is pleased to submit its Second Annual Report for the period July 1, 1972 to June 30, 1973. The report provides a general analysis of the activities during the calendar year, a report of operating expenditures and a report of bonded indebtedness of the Authority through June 30, 1973.

The Authority issued its first bonds on November 28, 1972. During this fiscal year, the Authority has had six bond sales amounting to $7,890,000 for projects at six private colleges. The Authority has formally approved an $8,450,000 project for the Minneapolis College of Art and Design. Also five preliminary applications have been approved. Another four institutions have made serious inquiries concerning future financing through the Authority.

Members of the Authority feel this agency has become an effective means for helping higher educational institutions with their financial burdens of modernizing existing facilities, replacing obsolete buildings and building new facilities for the years ahead. The members look forward to being of continual service to the State of Minnesota and the higher education community.

Respectfully submitted,

Gerald A. Rauenhorst, Chairman

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MINNESOTA HIGHER EDUCATION FACILITIES AUTHORITY

Gerald A. Rauenhorst, Chairman President, Rauenhorst Corporation, Minneapolis Expert - Construction	January 1, 1979
Bernard P. Frie., Vice Chairman Member, Briggs & Morgan, Lawyers, St. Paul Expert - Municipal Finance	January 1, 1977
Richard C. Hawk, Secretary Executive Director, Minnesota Higher Education Coordinating Commission Ex officio member	Indeterminate
Robert W. Freson City Administrator, St. Cloud General	January 1, 1975
Earl R. Herring Vice President for Administrative Affairs Moorhead State College Expert - Higher Education	January 1, 1979
Norman Perl Member, De Parcq, Anderson, Perl & Hunegs Lawyers, Minneapolis General	January 1, 1975
James Schatz Clerk, Judge Ward's Office, Minneapolis General	January 1, 1977

Dr. Joseph E. La Belle, Executive Director

BOND COUNSEL	FISCAL ADVISORS
Faegre & Benson (Mr. John S. Holten) Minneapolis, Minnesota	Springsted, Incorporated (Mr. Osmon R. Springsted) St. Paul, Minnesota

THE AUTHORITY

The Minnesota Higher Education Facilities Authority was created by Chapter 868, Laws of Minnesota, 1971 (Sections 136A.25 - 136A.42, Minnesota Statutes 1971), for the purpose of assisting institutions of higher education of the state in the construction and financing of projects. The Authority consists of six members appointed by the Governor with the advice and consent of the Senate and a seventh member who is the executive director of the Minnesota Higher Education Coordinating Commission and who is designated as the Secretary of the Authority

Originally the Authority was given power to issue revenue bonds in a total amount not to exceed $45 million. The 1973 Legislature increased this limit to an aggregate of $62 million of principal outstanding at any time. Bonds issued by the Authority can be payable only from the rentals, revenues and other income, charges and moneys pledged for their payment. They do not

in any manner represent or constitute a debt or pledge of the faith and credit of the state of Minnesota.

By the provisions of Chapter 868, Laws of Minnesota, 1971 ".. neither the authority nor its agent shall be required to pay any taxes or assessments upon or in respect of a project or any property acquired or used by the authority or its agent under the provisions of this act or upon the income therefrom..."

Education institutions of the state eligible for assistance by the Authority are non-profit educational institutions authorized to provide a program of education beyond the high school level. Sectarian institutions are not eligible for assistance; however, the fact that an institution is sponsored by a religious denomination does not of itself make the institution sectarian. Application to the Authority is voluntary.

The scope of projects for which the Authority may issue bonds is broad, including buildings or facilities for use as student housing, academic buildings, parking facilities and other structures or facilities required or useful for the instruction of students, or conducting of research, in the operation of an institution of higher education.

A project for which bonds are issued by the Authority becomes the property of the Authority - as long as bonds of the Authority issued for the project remain outstanding. Thereafter they may be subject to repurchase options. The project is leased by the Authority to the institution for operation. The revenues which are the primary security for the bonds are provided according to the terms of the lease between the Authority and the institution. Prior to delivery of an issue the Authority enters into a mortgage trust indenture with a trustee who administers the funds which are the security for the payment of the bonds, except the funds of the General Bond Reserve Account. These are under the supervision of the Authority.

As a general policy the Authority requires that the proceeds of the bonds include a sum equal to approximately one year's debt service, after deduction of any interest subsidy grants, for the creation of debt service reserves. Of this sum 80 per cent is deposited with the trustee in a series reserve account; the remaining 20 per cent is deposited by the Authority in the General Bond Reserve Account pledged to the payment of all bonds issued by the Authority for which such a deposit has been made. Funds from the series reserve accounts and from the General Bond Reserve Account cannot be used to pay operating expenses of the Authority.

While the Authority retains broad powers to oversee planning and construction, it is current policy to permit the institution almost complete discretion with respect to these matters.

The Authority is financed solely from fees paid by the institutions for whom bonds are issued. At the time of issuance, and usually from bond proceeds, the Authority is paid one-third of one per cent of the principal amount of the issue. Thereafter, commencing as of the date of issue, and payable in advance, but not from bond proceeds or funds of the issue, the Authority receives an annual fee of one-eighth of one per cent of the original principal amount of the bonds for their life.

Bond issuance costs, including fees of bond counsel, the fiscal consultant and trustee are paid by the institution. The fees of bond counsel and the fiscal consultant also usually come from bond proceeds.

The staff of the Authority consists of its Executive Director, Dr. Joseph E. La Belle, and one secretary.

TABLE III-14

PROJECT DESCRIPTIONS

BOND SERIES "A" $2,200,000 AUGSBURG COLLEGE

Augsburg College, located in Minneapolis, constructed an apartment-type student housing facility of 104 units accomodating 312 students of Augsburg College and of adjacent institutions of higher education. The building had full occupancy with the opening of the Fall Term in 1973. Moveable furnishings, except for common areas, are provided by the tenants.

BOND SERIES "B" $1,935,000 BETHEL COLLEGE

Bethel College, Arden Hills, constructed and furnished two units of seven buildings each to provide townhouse-type student housing accomodating approximately 480 students. A design-and-build package contract had been entered into and students occupied the facilities in January, 1974. The units are frame with partial brick exterior and are built on the College's new Arden Hills campus. Each unit has three bedrooms, living room, bath and storage. Plumbing has been placed for future installation of an efficiency kitchen. Each unit houses six students.

BOND SERIES "C" $ 595,000 ST. MARY'S COLLEGE

St. Mary's College, Winona, constructed six frame buildings having 28 apartments for the accomodation of 108 students and two faculty members. The units are on an Authority-owned site at the edge of the main campus.

BOND SERIES "D" $ 520,000 COLLEGE OF ST. SCHOLASTICA, INC.

The College of St. Scholastica, Duluth, constructed six four-plex, prefabricated, frame, apartment buildings to house four students per apartment for a total of 96. Each apartment has two bedrooms, a living room, kitchen and bath. Furnishings include carpeting, stove, refrigerator, kitchen table, love seat, coffee table, draperies, eight chairs and bedroom furniture of two beds, a chest, desk and built-in shelving.

BOND SERIES "E" $1,030,000 GUSTAVUS ADOLPHUS

Gustavus Adolphus, located in St. Peter, used $300,000 of the Bond proceeds to remodel the old library building into a social science classroom. The balance of the Bond proceeds were for construction of a new administration building.

BOND SERIES "F" $1,610,000 COLLEGE OF ST. BENEDICT

College of St. Benedict, located in St. Joseph, constructed 30 two bedroom, furnished apartments with kitchen, each housing four students for a total of 120. The College also constructed an indoor swimming pool addition to the Physical Education building. Also, the College remodeled and improved the Home Economics Department facility and remodeled and improved the dining facility in St. Gertrude Hall, each with appurtenant equipment, furnishings, utilities and site improvements.

TABLE III-15

NEW BOND ISSUES FOR

FISCAL YEAR 1973

BOND SERIES	DATE	FINAL MATURITY	AVERAGE MATURITY	NET INTEREST COST	TOTAL
First Mortgage Revenue Bonds, Series A (Augsburg College)	12/1/72	2012	29.534 yrs.	5.59296%	$2,200,000
First Mortgage Revenue Bonds, Series B (Bethel College)	12/1/72	1997	16.31 yrs.	5.459212%	$1,935,000
First Mortgage Revenue Bonds, Series C (St. Mary's College)	1/1/73	1998	16.52 yrs.	5.48085%	$ 595,000
First Mortgage Revenue Bonds, Series D (College of St. Scholastica, Inc.)	3/1/73	1997	15.16 yrs.	5.9538%	$ 520,000
First Mortgage Revenue Bonds, Series E (Gustavus Adolphus College)	3/1/73	1993	12.98 yrs.	5.3544%	$1,030,000
First Mortgage Revenue Bonds, Series F (College of St. Benedict)	3/1/73	1998	16.15 yrs.	5.7270%	$1,610,000
					$7,890,000

TABLE III-16

GENERAL OPERATING FUND

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE YEAR ENDED JUNE 30, 1973 COMPARED TO 1972

(ON A CASH BASIS)

	For the Year Ended June 30,	
	1973	1972
Receipts		
Application Fees	$ 3,500.00	
Initial Administration Fees	23,800.15	
Annual Administration Fees	9,862.50	
Interest	380.83	
Total Receipts	$37,543.48	
Disbursements		
Wages and Employment Service Fees	$34,339.58	$16,033.81
Appointed Commission Fees	1,505.00	770.00
Rents	5,249.73	965.98
Bonds and Insurance	143.00	
Repairs and Maintenance	62.79	70.03
Printing and Binding	194.24	481.71
Communications	752.28	703.22
Travel and Subsistence	1,342.95	265.95
Stationery and Office Supplies	662.96	239.86
Scientific and Educational Supplies	398.48	189.12
Payroll Taxes, Retirement and Insurance	2,484.45	1,441.38
Depreciation Expense	371.48	
Miscellaneous	64.97	
Total Disbursements	$47,571.91	$21,157.06
Excess of Disbursements Over Receipts	(10,028.43)	(21,157.06)

TABLE III-17

GENERAL OPERATING FUND

STATEMENT OF ASSETS, LIABILITIES AND FUND EQUITY

AS OF JUNE 30, 1973 COMPARED TO 1972

(ON A CASH BASIS)

A S S E T S	As of June 30, 1973	1972
Cash	$ 1,877.41	
Furniture and Office Equipment (Net of Accumulated Depreciation Totaling $371.48)	7,058.17	
Total Assets	$ 8,935.58	-0-
L I A B I L I T I E S		
Advances Payable - Minnesota Higher Education Coordinating Commission	$ 40,121.07	$21,157.06
F U N D E Q U I T Y		
Accumulated (Deficit)	($ 31,185.49)	($21,157.06)
Total Liabilities and Fund Equity	$ 8,935.58	-0-

TABLE III-18

GENERAL OPERATING FUND

STATEMENT OF FUND EQUITY

AS OF JUNE 30, 1973 COMPARED TO 1972

(ON A CASH BASIS)

	As of June 30, 1973	1972
Balance, Beginning of Year (Deficit)	($21,157.06)	
Excess of Disbursements Over Receipts	($10,028.43)	($21,157.06)
Balance, End of Year (Deficit)	($31,185.49)	($21,157.06)

TABLE III-19

GENERAL BOND RESERVE FUND

STATEMENT OF ASSETS, LIABILITIES AND FUND EQUITY

AS OF JUNE 30, 1973

(ON A CASH BASIS)

A S S E T S	
Cash	$ 3,093.01
Investments (At Cost)	123,354.77
Total Assets	$126,447.78

F U N D E Q U I T Y	
Accumulated Reserve	$126,447.78

TABLE III-20

GENERAL BOND RESERVE FUND[1]

STATEMENT OF CONTRIBUTIONS

FOR THE YEAR ENDED JUNE 30, 1973

	DATE INVESTED	
$2,200,000 First Mortgage Revenue Bonds, Series A (Augsburg College)	1/8/73	$ 31,743.60
$1,935,000 First Mortgage Revenue Bonds, Series B (Bethel College)	1/8/73	34,082.00
$ 595,000 First Mortgage Revenue Bonds, Series C (St. Mary's College)	1/8/73	9,000.00
$ 520,000 First Mortgage Revenue Bonds, Series D (College of St. Scholastica, Inc.)	3/13/73	8,643.40
$1,030,000 First Mortgage Revenue Bonds, Series E (Gustavus Adolphus College)	3/13/73	19,306.00
$1,610,000 First Mortgage Revenue Bonds, Series F (College of St. Benedict)	3/13/73	21,304.00
Sub Total		$124,084.00
Earnings		2,366.78
Total & Excess Receipts		126,447.78

[1] The Authority is permitted to invest moneys in the General Bond Reserve Account in: Direct obligations of the United States of America, Certificates of Deposit or Time Deposits secured by direct obligations of the United States of America, such other securities as are eligible for investment of public funds of the State of Minnesota or of municipalities of the State. All investments are limited by arbitrage provisions of the Internal Revenue Code and regulations thereunder. The Authority has placed these moneys in an investment account with the First National Bank of Saint Paul.

TABLE III-21

SERIES RESERVE ACCOUNTS[1]

CONTRIBUTIONS

FISCAL YEAR 1973

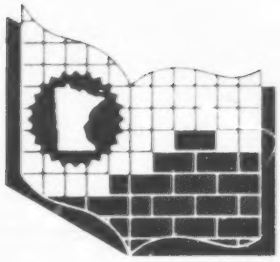
		Series
$2,200,000	First Mortgage Revenue Bonds, Series A (Augsburg College)	$126,194.00
$1,935,000	First Mortgage Revenue Bonds, Series B (Bethel College)	136,328.00
$ 595,000	First Mortgage Revenue Bonds, Series C (St. Mary's College)	36,000.00
$ 520,000	First Mortgage Revenue Bonds, Series D (College of St. Scholastica, Inc.)	34,573.60
$1,030,000	First Mortgage Revenue Bonds, Series E (Gustavus Adolphus College)	77,232.00
$1,610,000	First Mortgage Revenue Bonds, Series F (College of St. Benedict)	85,216.00
		$495,543.60

[1] By provisions of the mortgage trust indenture the trustee shall, upon request by the authorized institution representatives or the Authority, invest moneys in any of the following: Direct obligations of, or obligations fully guaranteed by, the United States of America; Certificates of Deposit of banks or trust companies having a combined capital and surplus of at least $25,000,000; Securities issued by the following agencies of the United States:

Federal Home Loan Banks
Federal Intermediate Credit Banks
Federal Land Banks
Banks for Cooperatives
Federal National Mortgage Association

200a

Suite 278, Metro Square, 7th & Robert Streets, Saint Paul, Minnesota 55101



MINNESOTA HIGHER EDUCATION
Facilities Authority

Office of the Executive Director

Mr. Carl W. Kroening, President
Members of Higher Education Coordinating Commission
Mr. Richard C. Hawk, Executive Director
Minnesota Higher Education Coordinating Commission
Suite 400 Capitol Square Building
550 Cedar Street
Saint Paul, Minnesota 55101

Dear Commissioners and Mr. Hawk:

The Minnesota Higher Education Facilities Authority is pleased to submit its Third Annual Report for the period July 1, 1973 to June 30, 1974.

The Report provides a brief history of the Authority's founding and early operations, as well as highlights and accomplishments during the year of the report. Also included are various financial statements pertaining to the General Operating Fund, Outstanding Indebtedness, General Bond Reserve Fund, and the Series Reserve Funds.

The Authority can report that it has undertaken the construction of ten projects since its inception. These new or remodeled facilities serve a variety of purposes: student housing, classrooms, administrative offices, dining facilities and physical education.

During the past year, the Authority sold three new issues of Bonds totaling $10,390,000.00. The total assets of the Authority are now in excess of $18,280,000.00.

The Authority has also given formal approval for five new projects and preliminary approval for another project.

The Authority feels it has become an effective means for helping higher educational institutions and looks forward to being of continued service to the Higher Education community and the State of Minnesota.

Respectfully submitted,

Bernard P. Friel

Bernard P. Friel, Chairman

November 1, 1974

2006

TABLE III-22

PROJECT DESCRIPTIONS

BOND SERIES "G" $8,450,000 MINNEAPOLIS SOCIETY OF FINE ARTS

The Minneapolis Society of Fine Arts, established in 1883, is a Minnesota non-profit corporation that operates the Minneapolis Institute of Arts, a Children's Theatre Company and the Minneapolis College of Art and Design. The College of Art and Design, founded in 1886, is a four year accredited educational institution.

The bonds have been issued for constructing a new technical academic building with appurtenant equipment, furnishings, utilities and site improvements at the Minneapolis College of Art and Design. The bond project includes a pedestrian bridge to and furnishings and equipment for the existing college building. The new facilities will enable the present 475 student college to expand to 600 and will permit it to enlarge greatly the scope of its four year program which leads to the Bachelor of Fine Arts Degree in Fine Arts and Design, with areas of concentration in painting, print-making, sculpture, intermedia, graphic design, photography, film, video and fashion design. The new four-story building has been designed by Kenso Tange, internationally known Japanese architect whose other works include the Olympic Sports Stadium in Tokyo.

BOND SERIES "H" $340,000 COLLEGE OF ST. SCHOLASTICA, INC.

The College of St. Scholastica, Inc. was founded by the Benedictine Sisters Benevolent Association in 1906. The College was incorporated as a separate entity in 1962. Formerly a women's college, it became co-educational in 1968.

The proceeds of this bond issue were used to fund the Pine Apartment building. The three-story brick and spancrete building houses 46 students. It has 11 four-student apartments. Each 800 square foot apartment has its own kitchen, bathroom, two bedrooms, living room and balcony area. An additional unit accomodates two students. The building has house laundry facilities for 142 students; 46 in the new facility and 96 from the adjoining Grove Apartments.

BOND SERIES "I" $1,600,000 AUGSBURG COLLEGE

Founded in 1869, Augsburg College is a private four year Liberal Arts College, one of 11 senior colleges affiliated with and supported in part by the American Lutheran Church.

The bonds have been issued to construct a two-rink, artificial ice, Ice Center on land of a 56,469 square foot area now owned by the College and adjacent to the campus. The facility includes moderate spectator capacity, dressing rooms, offices, a service shop and a concession area. It is used for physical education programs of the College, including intramural and intercollegiate competition. It is available for rental to other colleges and to junior hockey organizations.

TABLE III-23

NEW BOND ISSUES

FISCAL YEAR 1974

BOND SERIES	DATE	FINAL MATURITY	AVERAGE MATURITY	NET INTEREST RATE	AMOUNT
First Mortgage Revenue Bonds, Series G Mpls. Society of Fine Arts	8/1/73	1984	7.07 years	6.6689%	$ 8,450,000.00
First Mortgage Revenue Bonds, Series H College of St. Scholastica, Inc.	6/1/74	1999	16.43 years	6.4046%	$ 340,000.00
First Mortgage Revenue Bonds, Series I Augsburg College	5/1/74	1995	14.037 years	6.2011%	$ 1,600,000.00
					$10,390,000.00

TABLE III-24

DEBT SERVICE SCHEDULE

BOND SERIES A THROUGH I

FISCAL YEAR 1974

SERIES	DATE	PRINCIPAL/ INTEREST	AMOUNTS RETIRED	AMOUNTS OUTSTANDING
A	12/1/72	$2,200,000.00	-0-	$2,200,000.00
AUGSBURG		$3,601,025.00	$180,663.75	$3,420,361.25
B	12/1/72	$1,935,000.00	$ 25,000.00	$1,910,000.00
BETHEL		$1,684,363.75	$150,476.25	$1,533,887.50
C	1/1/73	$ 595,000.00	-0-	$ 595,000.00
ST. MARY'S		$ 526,867.50	$ 31,107.50	$ 495,760.00
D	1/1/73	$ 520,000.00	$ 10,000.00	$ 510,000.00
ST. SCHOLASTICA		$ 459,265.00	$ 29,755.00	$ 429,510.00
E	3/1/73	$1,030,000.00	-0-	$1,030,000.00
GUSTAVUS ADOLPHUS		$ 695,730.00	$ 51,730.00	$ 644,000.00
F	3/1/73	$1,610,000.00	$ 20,000.00	$1,590,000.00
ST. BENEDICT		$1,459,020.00	$ 88,390.00	$1,370,630.00
G	8/1/73	$8,450,000.00	-0-	$8,450,000.00
MINNEAPOLIS SOCIETY		$3,827,200.00	$270,400.00	$3,556,800.00
H	6/1/74	$ 340,000.00	-0-	$ 340,000.00
ST. SCHOLASTICA		$ 348,755.00	-0-	$ 348,755.00
I	5/1/74	$1,600,000.00	-0-	$1,600,000.00
AUGSBURG		$1,360,770.00	-0-	$1,360,770.00
TOTAL PRINCIPAL		$18,280,000.00	$ 55,000.00	$18,225,000.00
TOTAL INTEREST		$13,962,996.25	$802,522.50	$13,160,473.75
TOTAL DEBT SERVICE		$32,242,996.25	$857,522.50	$31,385,473.75

TABLE III-25

GENERAL OPERATING FUND

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE YEAR ENDED JUNE 30, 1974 COMPARED TO 1973

(ON A CASH BASIS)

	For the Year Ended June 30,	
	1974	1973
Receipts		
Application Fees	$ 3,250.00	$ 3,500.00
Initial Administrative Fees	33,383.32	23,800.15
Annual Administrative Fees	22,850.00	9,862.50
Interest	1,300.92	380.83
Total Receipts	$60,784.24	$37,543.48
Disbursements		
Wages and Employment Service Fees	$35,718.82	$34,339.58
Appointed Commission Fees	1,015.00	1,505.00
Rents	7,358.23	5,249.73
Legal and Accounting Service	725.00	-----
Bonds and Insurance	-----	143.00
Repairs and Maintenance	95.24	62.79
Printing and Binding	497.85	194.24
Communications	372.13	752.28
Travel and Subsistence	1,186.53	1,342.95
Stationery and Office Supplies	159.26	662.96
Scientific and Educational Supplies	20.00	398.48
Payroll Taxes, Retirement and Insurance	3,814.97	2,484.45
Depreciation Expense	747.06	371.48
Miscellaneous	48.00	64.97
Total Disbursements	$51,758.09	$47,571.91
Operating Surplus	9,026.15	($10,028.43)

TABLE III-26

GENERAL OPERATING FUND

STATEMENT OF ASSETS, LIABILITIES AND FUND EQUITY

AS OF JUNE 30, 1974 COMPARED TO JUNE 30, 1973

(ON A CASH BASIS)

A S S E T S	As of June 30, 1974	1973
Cash	$11,805.06	$ 1,877.41
Furniture and Office Equipment (Gross Assets of $7,561.40 less Accumulated Depreciation totaling $747.06)	$ 6,814.34	$ 7,058.17
Total Assets	$18,619.40	$ 8,935.58
L I A B I L I T I E S		
Advances Payable - Minnesota Higher Education Coordinating Commission	$40,057.10	$40,121.07
F U N D E Q U I T Y		
Accumulated (Deficit)	($21,437.70)	($31,185.49)
Total Liabilities and Fund Equity	$18,619.40	$ 8,935.58

TABLE III-27

GENERAL OPERATING FUND

STATEMENT OF FUND EQUITY

AS OF JUNE 30, 1974 COMPARED TO 1973

(ON A CASH BASIS)

	As of June 30, 1974	1973
Balance, Beginning of Year (Deficit)	($31,185.49)	($21,157.06)
Operating Surplus	$ 9,026.15	($10,028.43)
Balance, End of Year (Deficit)	($22,159.34)	($31,185.49)

TABLE III-28

GENERAL BOND RESERVE FUND

STATEMENT OF ASSETS, LIABILITIES AND FUND EQUITY

AS OF JUNE 30, 1974 COMPARED TO JUNE 30, 1973

(ON A CASH BASIS)

	As of June 30, 1974	1973
A S S E T S		
Cash	$ 2,041.01	$ 3,093.01
Investments (At Cost)	386,986.26	123,354.77
Total Assets	$389,027.27	$126,447.78
F U N D E Q U I T Y		
Accumulated Reserve	$389,027.27	$126,447.78

TABLE III-29

GENERAL BOND RESERVE FUND [1]

STATEMENT OF CONTRIBUTIONS AND EARNINGS

ON A CASH BASIS

FOR THE YEAR ENDED JUNE 30, 1973

	DATE INVESTED	ORIGINAL INVESTMENT
$2,200,000 First Mortgage Revenue Bonds, Series A, (Augsburg College)	1/8/73	$ 31,743.60
$1,935,000 First Mortgage Revenue Bonds, Series B, (Bethel College)	1/8/73	$ 34,082.00
$ 595,000 First Mortgage Revenue Bonds, Series C, (St. Mary's College)	1/8/73	$ 9,000.00
$ 520,000 First Mortgage Revenue Bonds, Series D, (College of St. Scholastica, Inc.)	3/13/73	$ 8,643.40
$1,030,000 First Mortgage Revenue Bonds, Series E, (Gustavus Adolphus College)	3/13/73	$ 19,308.00
$1,610,000 First Mortgage Revenue Bonds, Series F, (College of St. Benedict)	3/13/73	$ 21,304.00
$8,450,000 First Mortgage Revenue Bonds, Series G, (Mpls. Society of Fine Arts)	9/13/73	$220,000.00
$ 340,000 First Mortgage Revenue Bonds, Series H, (College of St. Scholastica, Inc.)	6/12/74	$ 6,000.00
$1,600,000 First Mortgage Revenue Bonds, Series I, (Augsburg College)	5/8/74	$ 30,000.00
	Sub Total	$380,081.00
	Earnings	8,946.27
	Total:	$389,027.27

[1] The Authority is permitted to invest moneys in the General Bond Reserve Account in: Direct obligations of the United States of America, Certificates of Deposit or Time Deposits secured by direct obligations of the United States of America, such other securities as are eligible for investment of public funds of the State of Minnesota or of municipalities of the State. All investments are limited by arbitrage provisions of the Internal Revenue Code and regulations thereunder. The Authority has placed these moneys in an investment account with the First National Bank of Saint Paul.

TABLE III-30

SERIES RESERVE ACCOUNTS[1]

CONTRIBUTIONS

NEW BOND ISSUES

	BOND ISSUE	SERIES RESERVE
First Mortgage Revenue Bonds, Series G Minneapolis Society of Fine Arts	$8,450,000.00	$ 880,000.00
First Mortgage Revenue Bonds, Series H College of St. Scholastica, Inc.	$ 340,000.00	$ 24,000.00
First Mortgage Revenue Bonds, Series I Augsburg College	$1,600,000.00	$ 120,000.00
		$1,024,000.00

[1] By provisions of the mortgage trust indenture the trustee shall, upon request by the authorized institution representatives or the Authority, invest moneys in any of the following: Direct obligations of, or obligations fully guaranteed by, the United States of America; Certificates of Deposit of banks or trust companies having a combined capital and surplus of at least $25,000,000; Securities issued by the following agencies of the United States:

Federal Home Loan Banks
Federal Intermediate Credit Banks
Federal Land Banks
Banks for Cooperatives
Federal National Mortgage Association

TABLE III-31

SERIES RESERVE ACCOUNTS

CONTRIBUTIONS

PREVIOUS BOND ISSUES

	Series
$2,200,000 First Mortgage Revenue Bonds, Series A (Augsburg College)	$126,194.00
$1,935,000 First Mortgage Revenue Bonds, Series B (Bethel College)	$136,328.00
$ 595,000 First Mortgage Revenue Bonds, Series C (St. Mary's College)	$ 36,000.00
$ 520,000 First Mortgage Revenue Bonds, Series D (College of St. Scholastica, Inc.)	$ 34,573.60
$1,030,000 First Mortgage Revenue Bonds, Series E (Gustavus Adolphus College)	$ 77,232.00
$1,610,000 First Mortgage Revenue Bonds, Series F (College of St. Benedict)	$ 85,216.00
	$495,543.60
Total Series Reserve for New and Previous Issues	$1,519,543.60

IV. FEDERAL POST-SECONDARY EDUCATION PROGRAMS

The Higher Education Coordinating Commission has been designated by the Legislature as the state agency to apply for, receive, accept and disburse to both public and private institutions all federal funds which are allocated to Minnesota to support higher education programs, construction and other activities and which require administration by a state higher education agency under laws enacted by Congress. This section reports on three federal higher education programs administered by the Commission -- the Community Service and Continuing Education Program, the Undergraduate Instructional Equipment Program and the Academic Facilities Program.

Federal funds made available under Title I of the Higher Education Act of 1965 (Community Service and Continuing Education Program), have enabled many institutions to apply their resources toward a variety of projects designed to address community problems. Chapter 16 describes this program. The second

chapter in this section describes the Undergraduate Instructional Equipment Program which was designed to assist in improving undergraduate instruction by providing grants for the acquisition of equipment to be used in the instruction process. Under the Academic Facilities Program, described in the final chapter, federal funds are awarded as matching grants to assist colleges and universities in the financing, acquisition or rehabilitation of classroom laboratories and related facilities.

212

16. COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (TITLE I, PUBLIC LAW 89-329)

Through Community Service and Continuing Education programs, colleges and communities are implementing the concept of education as a continuing and dynamic process. Adults are provided opportunities to lead more meaningful and useful lives and concerned communities are able to improve their functioning.

Highlights of Programs

More than 3,600 adults participated in the 15 Community Service and Continuing Education projects completed during Fiscal Years 1974 and 1975. The projects were staffed by 112 faculty members, many devoting more than half of their time to the activity. Over 300 undergraduate and graduate students, working as technical assistants, interns and researchers, served as resource personnel. Community Service off-campus learning centers enabled many adults to continue their education at convenient times and locations. Institutional participation reached a new high as 22 Minnesota colleges and universities

became involved in community education projects supported by Title I, Higher Education Act of 1965 (HEA). As of June 30, 1974, 48 institutions of higher education, 54 per cent of those eligible, had participated in the Community Service and Continuing Education program since its incention in Fiscal Year 1966.

The National Purpose

The enabling legislation, Title I of the Higher Education Act of 1965, sets forth the goal of the program as assisting the people of the United States in the solution of community problems by making grants to strengthen community service programs of colleges and universities.

This program, therefore, aids colleges and communities in the development of educational activities for adults that match higher education resources with national problems - social, economic or political - as these problems are manifest in American communities.

Thus the Community Service and Continuing Education Program continues to explore and demonstrate new approaches to the educational needs of community problem solvers and those individuals most directly affected by such problems.

Federal Funding

For the operational year July 1, 1973 - June 30, 1974, Congress supplied the strongest support for Title I HEA 1965 University Community Service Program with an appropriation of $15 million nationally. Minnesota's share of these funds increased approximately 35 per cent, from $177,551 in Fiscal Year 1972 to $238,910 in Fiscal Year 1974.

In Fiscal Year 1974 there were 109 mini proposals for total expenditures of $2,434,248.60. This is the largest number and dollar amount that Minnesota has experienced in the Title I program. These mini proposals were reduced to 21 maxi proposals for $631,000. Of this group the Commission was able to fund 13

projects with $213,910 federal dollars and $122,633 institutional match for a total of $336,543. Major program support went to consortium-type projects serving local government. Other significant cooperative efforts were directed towards senior citizen educational programs.

For the past two years there has been a continuous process to narrow the focus of Title I programming into one or two basic areas. This has been encouraged by the U.S. Office of Education in an effort to make the best use of limited federal funds. Concurrent with this narrowing process has been an effort to limit the program thrust to a few priorities in order that fewer projects would be needed to produce a greater impact on the problem areas. It is an encouraging beginning to the long-range goal of meeting selected priority needs through continuing education programs for adults.

An effort has been made to encourage interested and selected institutions of higher education to become involved in community service programming through first-time projects under Title I. These first-time projects were designed to get the participating institutions involved in their immediate community on a small scale, to demonstrate the feasibility and value of community service programming. An attempt has been made to include the first-time participating institutions in consortium arrangements to provide optimum assistance to their initial program efforts. However, the competitive nature of our present grant process makes this very difficult.

An amendment to the Fiscal Year 1974 funding of Title I HEA granted the U.S. Office of Education the right to withhold 10 per cent of the $1,425,000 appropriation for national or regional demonstration grants under Section 106. The U.S. Office of Education solicited proposals in March of 1974.

From the 224 applications, including seven from Minnesota, eleven awards have been made under Section 106 from Fiscal Year 1974 funds. Of these,

Minnesota will participate in three of the eleven national demonstration grants through St. John's University, University of Minnesota/Duluth and the state agency for administration of Title I HEA in Minnesota.

The applications were reviewed and rated in accordance with the funding criteria published in the Federal Register on April 12, 1974. From the ranked order of project ratings, selections were made on the basis of merit.

The U.S. Office of Education received a disproportionate number of applications that are normally funded under the state-grant program rather than experimental and demonstration activities which had been solicited. Some institutions apparently view the special project authority as a secondary source of funding through which to continue projects funded by the state or to initiate projects which have been rejected under current state plans.

Programs and Activities

Examples of innovative continuing education activities which are being supported under Title I of the Higher Education Act are:

Consortium for Southwest Minnesota Resource Development

A consortium of eight post-secondary institutions in the community of southwestern Minnesota was established to assist community leaders in identifying needs, assessing resources and approaching problem-solving through interdisciplinary, inter-institutional and interagency techniques. Its objectives are being achieved and expanded through a Kellogg Foundation Grant.

Indian Outreach Program

The Indian community assisted Metropolitan Community College in developing and offering this college-level program within its community. The most specific goal of the project was an effort to humanize education. The overall program and courses developed through its outreach program were aimed at changing previous educational patterns, stimulating a motivation to learn, and assisting in career direction. While considerable progress has been made, much remains to be done.

Faculty/Student Community Problem Solving Involvement

The project sought to expand the number of faculty members and students who are involved in community and regional problem-solving activities. The program

was guided by four programmatic objectives: (1) expansion of efforts to match the expertise of faculty members with specific community and regional needs; (2) enlargement of the numbers of classroom-community projects; (3) stimulation of faculty and student interest in community service activities, and (4) design and sponsorship of activities which can deepen community knowledge of (a) the systems approach to problem-solving, (b) additional resources, including federal and state assistance programs, available for problem-solving activities, and (c) modern planning procedures and program evaluation methodology. The project is meeting success and an excellent working experience with the community is developing.

In-Programming Quality Services to the Elderly

Augsburg College cooperated with several indigenous south Minneapolis organizations of the elderly to train their members as skilled volunteers to provide the ombudsman function. This project developed its base in the first year and should be more productive in the second year.

The Housing for the Disadvantaged and Elderly

In the area of housing it: (1) provided elected and appointed officials and community leaders with housing and demographic information that assisted them in assessing the need for county or regional housing and redevelopment authorities; (2) assisted county or regional housing and redevelopment authorities in understanding housing needs and the present programs in housing; (3) provided officials and private consumers with alternatives to housing and the availability of private and public funds for buying, building, and remodeling; (4) organized self-help home improvement associations which conducted educational programs in remodeling with minor activity in new house construction. It is an excellent beginning with a good deal of promise.

Model Instructional Program for Local Officials

The St. John's University proposal revolves around planning and land use decisions at the local level. A need identification produced a matrix of training needs. The training was designed employing the concept of replicability; that is, training workshop participants to be trainers. All materials developed are available to them for use with local officials. The overall implication of the program was the testing of the "replicability" concept, with development furthered by a national Title I HEA Section 106 demonstration grant with four other states.

Development of a Program and a Pilot Center for Home Improvement Design Services for Referred Low Income Clients, Phase II

The University of Minnesota developed this pilot program for providing free home improvement design services to low income people who are living in poor and deteriorating housing and helping people utilize their own resources and develop skills in home improvement. It provided design consultation and technical assistance, some direct material assistance in the form of supplies and furnishings donated by businesses and private individuals, and some volunteer labor for making home improvements. A demonstration center and "idea" house gave suggestions. This project won a national award at the "Town and Gown" conference in Washington, D.C.

Tri-County Poverty Assistance Program

The objectives of this proposal were: (1) to continue to provide volunteer students to community social agencies as an extra source of needed manpower; (2) to continue to provide meaningful work-educational related experiences for students from the three Winona colleges majoring in Social Work, Nursing, Education, Home-Economics and related disciplines; (3) to continue to extend the services of the local agencies by providing information to low income families and low income individuals of all ages in a predominantly rural area regarding opportunities available to them to become more fully self-sufficient; (4) to maintain a Central Council composed of representatives from the administration and student bodies of the three Winona colleges and from the social agencies and consumers of services in order to oversee, to counsel, to plan and to continuously evaluate the work of the volunteer corps; and (5) to continue to share information regarding the particular needs of the area and suggestions regarding new types of services and innovative approaches in attacking problems of a predominantly rural community.

Personal Finance for Senior Citizens in an Urban Community

This program at the College of St. Thomas was designed to acquaint senior citizens with the fundamentals of personal economics and to help them to develop their abilities to make every day monetary decisions. Specifically, the program emphasized the understanding of income and consumption behaviors, family risk management, housing, medical expenditures, and various assistance programs. The unique characteristic of this program was that it drew upon the many experts from academic, governmental, and social institutions in the Twin Cities area; at the same time it was coordinated and unified to achieve the objectives of the program.

Summary of the Program

These are a few of the Community Service projects completed under Title I in Fiscal Year 1973 - 1974. No two projects are alike and therefore it is impossible to compare one project to another. Each project attained a varying level of success in developing institutional capacity and/or commitment to respond to community problems. The number of faculty that are committed and involved in community service programs through Minnesota post-secondary institutions has been significantly expanded.

Higher education institutions in Minnesota reflect in their structures and program the beneficial impact of federal support and state initiated planning. Beyond the earlier cited evidences of the program's achievements, none surpass the changes wrought and improvements made in the community-serving capability

of colleges and universities. Among those reported are curriculum development, faculty and administrative appointments, improved methods of service delivery, experimentation, and the creation of off-campus community service centers serving regional needs. The establishment and operation of such community service centers provide innovative programs of instruction and organized service at times and geographic locations that enable adults and communities to more fully participate.

219

TABLE IV-1

SUMMARY OF TITLE I GRANTS IN FISCAL YEAR 1974 AND FISCAL YEAR 1975

Institution	Title of Project	Federal Grant
St. Benedict College	"Central Minnesota Public Service Consortium - Phase II"	$19,500
Southwest State College	"Consortium for Southwest Minnesota Resource Development"	$20,000
Metropolitan Comm. Col.	"Indian Outreach Program"	$19,000
University of MN/Morris	"Faculty/Student Community Problem-Solving Involvement"	$20,000
Augsburg College	"In-Programming Quality Services to the Elderly"	$18,500
University of Minnesota	"Housing for the Disadvantaged and Elderly"	$ 9,936
St. John's University	"Model Instructional Program for Local Officials"	$19,500
University of Minnesota	"Development of a Program and a Pilot Center for Home Improvement for Low Income Clients"	$17,600
Bemidji State College	"Action Systems for Community Development - Phase II"	$18,014
St. Teresa College	"Tri-County Poverty Assistance Program"	$ 8,435
Univ. of MN/Med. School	"Action Oriented Health Education in Southwest Minnesota"	$ 6,912
Mankato State College	"Mobile Action Center for Region IX Problem Solving"	$18,778
Metropolitan Comm. Col.	"Educational Opportunities for Low-Income People"	$19,280
St. Thomas College	"Personal Finance for Senior Citizens in an Urban Community"	$ 9,000
St. Mary's College	"Region X Resource/Service Consortium"	$17,650
Augsburg College	"In-Programming Quality Services to the Elderly - Phase II"	$19,000
Mankato State College	"Regional and Community Development Action Program"	$19,000

Institution	Title of Project	Federal Grant
Metropolitan Comm. Col.	"The Center City Women's Upward Bound Mini College"	$13,300
MN Resource Center for Social Work Education	"Community Educational Outreach"	$18,970
Normandale Comm. College	"A Regional Cooperative Program for Learning Disabled Adults"	$18,900
St. John's University	"Model Instructional Program for Local Officials - Phase III"	$19,030
St. Mary's Jr. College	"Development of the Cedar-Riverside Lifetime Learning Center"	$22,800
St. Olaf College	"Development Oriented Planning for Orderly Growth in a Community on the Edge of a Metropolitan Region"	$18,913
St. Thomas College	"Personal Finance for Senior Citizens in an Urban Community - Phase II"	$ 8,550
University of Minnesota	"Development of a Program and Center for Home Improvement Design Services for Referred Low Income Clients - Phase III"	$19,000
University of Minnesota	"Drug Monitoring and Education for the Elderly"	$11,370
University of Minnesota	"Educational Skills Center at Shakopee Reformatory and Stillwater Prison"	$ 6,080
University of MN/Morris	"Faculty/Student Community Problem-Solving Involvement - Phase II"	$18,997

17. UNDERGRADUATE INSTRUCTIONAL EQUIPMENT PROGRAM (TITLE VI, PART F, PUBLIC LAW 92-318)

The Instructional Equipment Program is designed to assist in improving undergraduate instruction by providing grants for the acquisition of equipment to be used in the instructional process. Grants are awarded for either (1) laboratory and other special equipment, or (2) television equipment for closed-circuit direct instruction.

As the state agency designated for the administration and coordination of this program, the Higher Education Coordinating Commission reviews, validates and ranks applications for grants according to the state plan and U.S. Department of Health, Education and Welfare (HEW) regulations. The U.S. Office of Education approves the state plan adopted by the Commission and awards grants based upon its review and the Commission's recommendations.

Since inception of the program, more than $1 million has been awarded to Minnesota colleges and universities. The result has been substantial improvement in the quantity and quality of instructional equipment for use

in teaching undergraduate students in Minnesota.

In recent years funding for this program has been relatively stable with a slight decrease noticeable in the last two biennia. The Education Amendments of 1972 provided for the extension of authorization of the program.

Funds for Fiscal Year 1973 were not made available until February 1974 which created some uncertainty for institutional applications. However, Fiscal Year 1973 applications were processed and reviewed again when funds became available. Grants were awarded in June 1974 for both fiscal years of the biennium. (See Tables IV-2 and IV-3.)

Summary of Program

The program has been and continues to be an important program for institutions of post-secondary education in Minnesota. The number of applicants receiving grants and the improved instructional techniques made possible by the acquisition of equipment are indicative of the positive effects of the program.

Under this program grants have been made for laboratory and other special instructional equipment, materials, and related remodeling. These categories include audio-visual equipment, closed-circuit television equipment, materials, and minor remodeling. Each of these areas is directly related to maintaining an institutional climate in which instructional technique may be constantly updated and the various educational technologies may be effectively employed in the teaching process.

TABLE IV-2

UNDERGRADUATE INSTRUCTIONAL EQUIPMENT PROGRAM
GRANTS FOR FISCAL YEAR 1973

Institution	Laboratory Equipment Grant
University of Minnesota, Twin Cities Equipment: digitizing table, axis display, keyboard, baudrate, stream digitizing, KL8E RS232 interface for PDP8e, data preparation software	$14,965
University of Minnesota, Duluth Equipment: social science educational films, master console, cassette duplicator, projectors, dual-trace bistable storage oscilloscope, probe package, function generator waveforms, scientific calculator, infra-red gas analyzer, stand along composer with justification, educational films, video tapes, cassette tape series	$10,000
University of Minnesota, Duluth Equipment: video cartridge player, VTR/CCTV monitor, tripod, accessory dolly for tripod, extension cable, video cartridge and reel, video cartridge tape, cleaning tape, battery	$696*
University of Minnesota, Morris Equipment: microscopes, multimotor system, oscilloscope, amplifier, adapters, time base, films, slides, student storage tables, movie projector, cameras, craig reader, cuissionaire rods, attribute games and puzzles, cassette video tape playback machine, recorders, record players, slide projector, time-sharing terminal with graphics capabilities, headphones, video monitor, spirit duplicator, thermal processor, spirit masters and carrier, thermal transparencies and carrier, lettering scriber and guides	$11,950
University of Minnesota, Morris Equipment: television tapes, inside reels and outside case for cartridge machines, video tape, trailer tape, leader tapes, splicing tape, TV camera, TV wall mounts, multiplexer, shelves for multiplexer, slide projector, remote control, video monitors, TV receiver demodulator, VTR color module	$8,948*
University of Minnesota, Crookston Technical College Equipment: cognitive educational materials, typewriter, kiln, large muscle equipment, pool, cessna pilot training center, tapes and audio-visuals, telescope, tripod, leveling rod, steel chain, variable speed drive with motor, calculators, cassette tapes, microwave system, psychology films, instrument chart, cassette recorders, cassette case, workbooks, teacher's manual, strobe electronic tuner, trampoline, wrestling mats, balance beam	$9,336

*Indicates television equipment grants (Category II); all others are laboratory and special equipment grants (Category I).

Institution	Laboratory Equipment Grant
University of Minnesota, Waseca Technical College Equipment: bacharach motorite diesel comp. tester, pintle and orifice cleaning kit, accessory groups, nozzle and injector test set, pressure and vacuum test set, service tools, injection pump, orbital power steering, motor columns, diesel engine, cylinders, laboratory kit, water analysis kit, electro surgical unit, electro surgical stand, dog cages, rabbit cages, mobile racks, isolator and equipment, econo-metabolism units, hypophysectomy instrument, fluorescence illuminator, dark field condenser, SIR-F microscope, fluorescence test slide, teaching head, auxiliary objectives	$10,000
St. Cloud State College Equipment: electrometer, laser, calculator, facsimile receiving equipment, transient recorder	$10,000
St. Cloud State College Equipment: color TV receivers/monitors, color video tape editing machines, sound-on-film camera, carry case, magazines for camera, body pod for camera, cabling, wire, video tape	$9,900*
Lakewood Community College Equipment: chemistry equipment, communications technology equipment, health and physical education equipment, psychology behavioral science equipment, mathematics equipment, natural science equipment, physics and engineering equipment	$10,000
Rochester Community College Equipment: vibraphone, ampli-celeste, trumpet, cymbals, harpsichord, practice units, tape recorder, stereo mixers, headphones, microphones, microphone stand, easel stand, mike cables, piano lab	$9,752
Willmar Community College Equipment: tech-X, slide sync players, headsets, respondex, slide projector, rateometers, study skills system, cameras, slide trays, cassettes, storage carousels, media systems student station model, instructional system	$6,310
Bethel College Equipment: studio equipment, portable video equipment, video materials	$10,000*

*Indicates television equipment grants (Category II); all others are laboratory and special equipment grants (Category I).

Institution	Laboratory Equipment Grant
Concordia College, Moorhead Equipment: projector, bifocal converter, wide angle lens, adapter sleeve, mobile learning unit, films, tape and slide units, distorted room model, hidden chair illusion, rod and frame apparatus, photo electric pursuit apparatus, klockounter, oxygen meter and equipment, psychrometer, water sampler, muffle furnace, sound level meter, air sampler, B.O.D. bottles, vacuum pump, ion meter, reciprocating shaker and equipment, etching press and equipment, hot plate, walker, stereo tape deck, cassette deck, amplifier, speakers, turntable/base, cartridge recorder and playback, video player, television receiver, range, microwave oven, sewing machines	$10,000
Gustavus Adolphus College Equipment: classic microscopes, compound microscopes, multichannel analyzer, chemistry equipment, psychology equipment, calculators, tuba, piano trucks, piano benches, piano, harpsichord, marimba	$10,000
Gustavus Adolphus College Equipment: media lab equipment	$1,363*
Minneapolis College of Art and Design Equipment: cameras, magazines	$10,000
College of St. Benedict Equipment: musical instruments, reader and equipment, perceptual accuracy and visual efficiency equipment, skill building materials	$9,952
College of St. Catherine Equipment: typewriters, calculators, hearing instruments, lighting system, music synthesizer, projector, music stands, kortholte, curved zink, cassette recorder, earphones, slide projector, camera, film loop player, projection screen, tape cassettes, movie film, color slide film, flash cubes, slide trays	$5,426

*Indicates television equipment grants (Category II); all others are laboratory and special equipment grants (Category I).

Institution	Laboratory Equipment Grant
St. Mary's College Equipment: projectors, covers and carrying cases for projectors, cassette recorder, sound system, slide system, microfilm reader, amplifier, speakers, "copy mite" copier, letter-on, storage cabinets, film strips, tapes, records, transparencies, audio tape, visual instruction materials, graphics kit, ceiling tile, wall panels, floor padding	$4,845
St. Olaf College Equipment: hazeltine 2000, slide sets and cassettes, record player, tape recorder, cello, viola, violin	$4,421
College of St. Thomas Equipment: microscope, lens, illuminators, binoculars, chart recorders, digital multimeters, display cases, ultra violet lights, panels, calculators, teletype, accoustical coupler, slide film and processing	$9,208

TABLE IV-3

UNDERGRADUATE INSTRUCTIONAL EQUIPMENT PROGRAM
GRANTS FOR FISCAL YEAR 1974

Institution	Laboratory Equipment Grant
University of Minnesota, Twin Cities Equipment: color measurement unit, microscopes, video tape unit, sound projectors with earphones	$9,991
University of Minnesota, Duluth Equipment: cassette tape players, head sets, couplers, slide projectors and screen, typewriters, shorthand tapes, typewriting tapes, slides, calculators, security cradle with lock and chain, output writer, cassettes, transparency maker, lettering system, instruction manuals, accessory studio kit, movie projector	$9,858
University of Minnesota, Morris Equipment: microscopes, films, map, printing terminal, transparencies, tapes, records, slides, sheet music, overhead projector, portable screens, study cards, timing device, respirometer, bicycle ergometer, cassette recorder, record player, slide projector, film projector and cart, film and flashcubes, head phones, porta com terminal	$9,950
University of Minnesota, Morris Equipment: color TV camera, monitor, module, microphone, density filter, vectorscope	$7,981*
University of Minnesota, Crookston Technical College Equipment: calculators, grader tester and shells, cylinder tester, separator tester, discs, aspirator, specific gravity separator wire deck, cloth deck, telescope, tripod, leveling rod, steel chain, washer, bookkeeping and calculating machine, dishwasher, meat slicer, spectronic "20", air table, steam velocity meter, ion meter, power supplies	$10,205
University of Minnesota, Waseca Technical College Equipment: camera, mobile pedestal, monitor units, remote controls, microphone with desk and floor stands, intercom, carbon mikes, headsets, lighting and miscellaneous equipment	$10,000
St. Cloud State College Equipment: laboratory equipment, electromechanical laboratory system, experiment kits, generators, tube tester, television laboratory analyst	$10,000

*Indicates television equipment grants (Category II); all others are laboratory and special equipment grants (Category I).

Institution	Laboratory Equipment Grant
St. Cloud State College Equipment: video rover II, video cassette, monitor/TV receiver, TV program productional console, video recorder, camera ensemble, video tape	$9,900*
Winona State College Equipment: densitometer with scanner and recorder, spectrophotometer, telescope, calculators, films, welder, wheel alignment set, mobile brake shop	$19,997
Mesabi Community College Equipment: organic kits, transformer, heating mantles, control unit, thermowell mantles, windows, ph meter, silver billet electrode, platinum electrode, spectrophotometer, recording polarograph, tank for nitrogen Q, chromatography jar assembly, TLC developing apparatus, manual calculator, teletype controller, display/cassette, keyboard, stand, send-receive teletypewriter with tape punch and reader	$7,982
Metropolitan Community College Equipment: easels, tape cassette records with adapters and earphones, cassette players, tape cabinet, tapes, typewriters and desks, calculators with security cradels, films, student manuals, books, projectors, air table, galvanometers, spring vibrator, spark timer	$7,337
North Hennepin Community College Equipment: films, audio cassette, drawing tables, microscope	$7,875
Vermilion Community College Equipment: calculator with basic language keyboard	$3,750
Bethel College Equipment: not available	$10,000*
Carleton College Equipment: films, film loop set, conductivity bridge, conductivity cell, rock pick, polarizing scopes, microscopes, plane tables with legs, compass, soil augers, hole diggers, eyepiece for research scope, maps, airphotos, rocks, minerals	$8,869

*Indicates television equipment grants (Category II); all others are laboratory and special equipment grants (Category I).

Institution	Laboratory Equipment Grant
Carleton College (continued) and fossils, projection screens, overhead projector, digital timer, calculators, ionization guage controller, electronic counter, multimeter, slides, camera, splicer, duplicator, film, slide projector, cassette recorder	$8,869
Concordia College, Moorhead Equipment: projector, bifocal converter, wide angle lens, adapter sleeve, mobile learning unit, films, distorted room model, hidden chair illusion, rod and frame apparatus, photo-electric pursuit apparatus, klockounter, oxygen meter and equipment, psychrometer, water sampler, muffle furnace, sound level meter, air sampler, B.O.D. bottles, vacuum pump, ion meter, reciprocating shaker, etching press, hot plate, "walker", tape deck, cassette deck, amplifier, speakers, turntable/base, cartridge recorder and playback, video player, TV receiver, range, microwave oven, sewing machines	$10,000
Gustavus Adolphus College Equipment: microscopes, water bath, ohaus autogram 1,000 balance, spectroscope, conditioning units, tape recorder, microscope, electromyograph feedback system, alpha-theta electroencephalograph feedback system, maps, trumpets, bassoon, folders, risers, recorders, piano, telescope	$9,339
Macalester College Equipment: chemistry, physics and music equipment	$4,512
Minneapolis College of Art and Design Equipment: sewing machine, projector, splicer, editors, cameras, wide angle lens, moviola junior, microphone, films, photography equipment, enlargers, time-o-lite timers	$10,000
College of St. Benedict Equipment: sewing units, sewing heads, steel cabinet, slide frames, viewbox, screen, slide projector, saws, hot plate, spray paint equipment, air compressor, air stapler, air sander, plastic equipment, piano, timpani	$15,353
College of St. Catherine Equipment: typewriters, calculators, audiometer, lighting control system, music synthesizer, projector, music stands, kortholte, curved zink, cassette recorder, earphones, slide projector, camera, projection screens, cassettes, film processing, slide processing, flash cubes, slide trays	$3,084

Institution	Laboratory Equipment Grant
St. John's University Equipment: balance, colorimeter, electrophoresis system, homogenizer, ph meter, microscopes, spectrometer, evaporator, incubator, oxygen meter, ultraviolet-visible spectrophotometer	$10,000
St. Olaf College Equipment: hazeltine 2000, slides and accompanying cassettes, record player, tape recorder, cello, viola, violin	$4,421
College of St. Thomas Equipment: microscope, supplementary 2x lens, illuminator, binoculars, microscope, transparencies, tapes, films, filmstrips, audio visual programs, manuscripts, simulation games, cassettes, maps, illustrative jackdaws, monochord, sheet music, recordings, motion picture projector, slide trays	$6,355
St. Mary's Junior College Equipment: movie projector, projection table, filmstrip projector, slide projector, cassette players, headphones, cassette copier unit, multi-image presentation system, sound module, audio tape recorder/player, electronic flash and strobe eye, wireless portable public address system	$5,586

18. ACADEMIC FACILITIES PROGRAM
(TITLE VII, PART A, PUBLIC LAW 92-318)

Nearly $40 million in federal funds has been made available for expanding and improving physical facilities of colleges and universities in Minnesota since inception of the Academic Facilities Program. These funds have been awarded as matching grants to assist in financing the construction, acquisition, or rehabilitation of classrooms, laboratories, libraries, and related facilities. Under program requirements, construction of such facilities, either alone or together with other construction to be undertaken within a reasonable time, must result in a substantial expansion or creation of urgently needed (1) student enrollment capacity, (2) the capacity to provide health care for students and institutional personnel, or (3) capacity to carry out extension and continuing education programs on campus.

As the agency responsible for the administration and coordination of this program, the Higher Education Coordinating Commission has been actively

involved in assisting institutions of post-secondary education in Minnesota to obtain support for academic facilities construction. Applications for grants in the program are reviewed, validated and ranked in priority order according to the state plan and U.S. Department of Health, Education and Welfare (HEW) regulations in the categories of enrollment needs, space needs, and availability of matching financial support. As the applications and recommendations are forwarded to HEW, the Commission serves as an advocate for the review and action process in Washington. Whenever possible, the Commission also attempts to assist institutions in obtaining necessary matching funds or alternate funding if federal funds are either unavailable or not applicable.

During the past several years, funds for the program have been decreasing. However, the Education Amendments of 1972 extended authorization for the program. Congress appropriated $43 million for this program covering Fiscal Year 1973 which was vetoed. This veto was challenged in court, and it was ruled that the funds should be made available during this biennium. The allocation for Minnesota is $868,274.

TABLE IV-4

ACADEMIC FACILITIES PROGRAM PROJECTS
APPLIED FOR DURING THE 1973-1975 BIENNIUM

Institution	Project	Federal Grant
Inver Hills Community College	Classroom Building	$ 413,205
University of Minnesota, Twin Cities [1]	Animal Science Facility	1,000,000
Macalester College	Renovation of Classroom Building (Carnegie Hall)	278,724
St. Cloud State College	Student Health Service Relocation to Hill Hall	55,245
Concordia College, Moorhead	Physical Education Activities Building-An Academic Facility	249,000
Hamline University	Theatre Building	786,280
College of St. Catherine	Remodel Derham Hall (Admin. Bldg.) and Mendel Hall (Science)	13,000

[1]Grant notification of award in amount of $767,773 to University of Minnesota made January 27, 1975.

Summary of Facilities Construction-Grants

Since the initiation of the grant program, many post-secondary educational institutions throughout Minnesota have constructed or improved academic facilities through direct assistance from this program.

Bemidji, Mankato, Moorhead, St. Cloud, Southwest, and Winona State Colleges have received grants for library, fine arts, science, and classroom facilities.

University of Minnesota campuses in the Twin Cities, Duluth, Morris, and Waseca were awarded grants for classroom, science, performing arts, library, and learning resources facilities.

Anoka-Ramsey, Austin, Brainerd, Fergus Falls, Hibbing, Itasca, Lakewood, Mesabi, Normandale, North Hennepin, Rainy River, Rochester, Willmar, and Worthington Community Colleges received grants for classroom, student activities, academic, business and technology, and library facilities.

Bethany Lutheran College, Concordia College (Moorhead), College of St. Benedict, College of St. Catherine, College of St. Teresa, College of St. Scholastica, College of St. Thomas, St. John's University, Gustavus Adolphus College, Hamline University, Minneapolis College of Art and Design, and St. Olaf College received grants for classroom, science, fine arts, library, and physical education facilities.

Thus, it is apparent that institutions from each of the collegiate systems in Minnesota have been directly assisted in constructing new or improved academic facilities through grants under this federal program.

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